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ABSTRACT

By 1971, Texas had attained the largest enrollment of adults in adult basic education (ABE) of all States. This report provides a descriptive profile of ABE teachers and students and analyzes factors determining student enrollment, attendance, and program completion. An exploratory search, the study assesses the relationship of situational, dispositional, and program factors to participation stages of enrollment, attendance, and separation. Situational factors were those variables existing in the life situation of adults that hindered or encouraged participation, while dispositional variables were those existing in the minds of adults. Program factors referred to ABE program aspects which reduced or encouraged participation. Research populations tapped were: a sample of ABE participants compared with a similar sample of eligible, non-enrolled adults; State attendance information of adults currently participating in ABE programs; interviews with adults separated from the program during the preceding three years. It was found that the enrollment rate of Mexican Americans and blacks was greater than their expected proportionate enrollment, but attendance and program completion were lower than for Anglos. Minority adults seem to experience more obstacles than Anglos in ABE participation. Inducement items significantly related to completion were those indicating satisfaction with one's progress or perceived achievement in ABE. (EA)

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PARTICIPATION IN TEXAS PROGRAMS OF ADULT BASIC EDUCATION

An Identification and Analysis of Factors Related to Rates of
Enrollment, Attendance and Completion in Adult Basic Education

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TEXAS DEPARTMENT OF COMMUNITY AFFAIRS

Division of Education, Information and Training



PARTICIPATION IN TEXAS PROGRAMS
OF
ADULT BASIC EDUCATION

An Identification and Analysis of Factors Related to
Rates of Enrollment, Attendance and Completion in ABE

TEXAS DEPARTMENT OF

COMMUNITY AFFAIRS

Office of Education, Information and Training

by

Chad Richardson
Project Director

Including a review and description of
The Effect of ABE Participation on
Alienation and Selected Behaviors

by

Loren M. Nyer

Adult Performance Level Project

Developed with the cooperation and assistance of

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The Texas Education Agency, Division of Adult and Continuing Education

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This report was generated from a dissertation research project proposed in the Spring of 1972 by the principal author, Chad Richardson. The research proposal was reviewed by Dr. William E. Barron, Dean of the Division of Extension of the University of Texas at Austin, who requested that it be considered for funding as a part of the Adult Performance Level Project. Doctors Charles Kelso and Norvell Northcutt approved the project and made resources available for conducting the research. Norvell continued to provide technical assistance throughout the project.

In the Spring of 1973, limited funding necessitated the termination of financial support by the U.T. Division of Extension. A request to the Hogg Foundation for supplemental funding was approved which made it possible to conduct the majority of interviews necessary. The Texas Department of Community Affairs, which offered a position to the principal author, became interested in the project when it became involved in setting up ABE programs with CETA Funds. Ben F. McDonald, Jr, the Executive Director, and Voin R. Campbell, Director of the Division of Education, Information and Training, requested that the project, which had already been conducted and reported in the dissertation of Chad Richardson, be summarized in this report. Loren Nyer, who had worked on the project since its initiation, had reported the results of his portion of the project in his Master's Thesis and consented to summarize them in this report (comprising section VII of the report).

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RESEARCH HIGHLIGHTS

1. The need for remedial and basic education for Texas adults is great. Over 1,800,000 Texas adults have 8 years of education or less.
2. By 1971 Texas had attained the largest enrollment of adults in its ABE programs of all states.
3. The proportionate enrollment of Anglo adults in ABE programs is only about one third to two fifths of the expected proportionate enrollment while Mexican Americans and Blacks have rates of enrollment greater than their proportionate representation in the "eligible" population would indicate.
4. While Anglos have proportionately lower rates of enrollment in ABE, their rates of attendance and program completion are higher than those of Blacks and Mexican Americans. Nevertheless, they are in ABE for less total time than minority adults. Anglos were also found to have a much larger percent of participants in learning centers than Blacks and Mexican Americans.
5. Minority adults seem to have more obstacles to ABE participation than do Anglos. Their higher rates of enrollment seem to be primarily due to the fact that they feel a greater need for (and place a higher value on) education than do Anglos.
6. ABE teachers have a much greater proportionate representation of Blacks and Mexican Americans than do public school teachers in Texas. There is also a greater proportionate representation of male teachers in ABE than there is in the public schools.
7. ABE teachers who lack some of the credentials traditionally considered necessary in the public schools had significantly higher rates of attendance than did teachers who have such credentials. Attendance rates were highest for teachers with less than a bachelors degree, who were not certified and who were not teaching in the public schools in addition to their ABE teaching.
8. Adults in the lower socioeconomic categories have lower rates of enrollment, attendance and completion than do adults in the upper socioeconomic categories.
9. The reaction of an adult's family, friends and employer to his or her participation in ABE was found to be significantly related to enrollment but not to attendance or completion rates.
10. Many obstacles to ABE participation were examined. Those found to be significantly related to enrollment were: a) being too tired, b) having to care for children, c) illness, d) perceived risk or danger of attending night classes, e) a low perceived ability to control one's fate or environment, f) a low expectation of success in an educational endeavor due to one's own perceived inability, and g) anomie or a perceived lack of rules and order. Among the possible participation inducement or attraction variables related to enrollment, the following had statistically significant results: a) encouragement by spouse, friends or employer, b) desire to

obtain a G.E.D. or high school equivalency certificate, c) desire to qualify for college or for a training program, d) desire to express oneself better, to speak better English, or to have greater self-confidence, and e) a high perceived value on education and a utilization of educational skills.

11. Because of data problems, few significant relations were found for attendance analyses. Those variables which did have statistically significant relations, however, seemed primarily related to occupation (income, length of time in the longest job during the last 10 years, desire for occupational improvement, and a desire to get a raise or promotion all had statistically significant relations to attendance). Other significant variables included the perceived worth of making an effort to gain more education and the extent of utilization of literacy skills (reading magazines and writing personal letters).
12. The observation that lower socioeconomic categories of adults have lower rates of enrollment also seems to hold for program completion. Adults who have low incomes, who have trouble getting a job, and whose spouses and fathers have less than eight years of education had lower rates of program completion than did adults of higher socioeconomic categories.
13. The major obstacles found to be significantly related to program completion were: a) having to care for children, b) illness, c) transportation problems, d) a low perceived ability to control one's fate or environment, e) a low expectation of succeeding in an educational endeavor, and f) previous difficulty (as measured by low grades) in the public schools. The only inducement items found to be significantly related to completion were those which indicate satisfaction with one's progress or perceived achievement in ABE.

I. INTRODUCTION

The problem of getting and keeping adults in Adult Basic Education (ABE) programs is often identified as the greatest problem facing ABE teachers and administrators. In the Annual Program Report of Adult Basic Education (Texas Education Agency, 1972 : 34), for example, this problem is described as follows:

The major problem which occurs most frequently in Texas adult education programs, as around the nation, is that of recruitment and retention. Sixty-eight programs gave that as the leading problem with which they have to contend.

This statement, plus many others from the literature related to ABE, indicate that information on how to promote effective participation in ABE programs is greatly needed. This report identifies and analyzes a number of factors which help explain a) why adults enroll or fail to enroll, b) why they have high or low attendance rates, and c) why they complete the program or drop out of it prior to accomplishing their objectives.

Background of ABE Efforts

While ABE programs are relatively new, the need for some type of educational opportunity for illiterate and educationally disadvantaged adults has long existed. In 1947, for example, the Carnegie Corporation appropriated \$25,000 to the U.S. Office of Education to assist

in its program to reduce illiteracy -- among 10,000,000 adult Americans! According to the late Dr. Ambrose Caliver, 500 adults were enrolled in classes in 1946. At that rate it would take 20,000 years to wipe out illiteracy, if all the adults survived that long, and no new ones were added to the list. One could only conclude that we didn't care enough in 1946 (Godbey, 1970 : 327).

In 1960 there were as many functional illiterates as there were college graduates (Bogue, 1969 : 195). The 1960 census revealed that nearly 24,000,000 adults had less than eight years of education (National Advisory Committee on Adult Basic Education, 1968 : 4). According to the same 1960 census figures, nearly 28% of Mexican-Americans, 15% of non-whites, and only 4% of Anglos¹ were functional illiterates (Grebler, Moore and Guzman, 1970 : 144). In some areas of the country the position of minorities was even worse. In Texas, the 1960 census figures showed that 59% of non-white adults and 79% of Mexican-American adults had gone no further than the eighth grade (Browning and McLemore, 1964 : 30). Almost one-sixth of the Mexican-American population twenty-five years of age and older reported no education at all. While there was some improvement by 1970, the latest census figures indicate that in both Texas and the U.S. as a whole, 75% of Mexican-American adults have not completed high school (U.S. Bureau of the Census, 1971-a and 1971-b).

Part of the reason that adult basic education classes had not been given greater support prior to 1965 was the belief that illiterate adults would soon die off, taking the problem of illiteracy with them. The belief that problems of illiteracy are ending, however, overlooks the fact that 700,000 youths drop out of school each year (Strom, 1964 : 1). It also ignores the fact that "... at least one-third of U.S. public school children cannot read at their age level. Somewhere between eight and twelve million children have reading difficulties so severe that they are headed toward functional illiteracy" (Myers, 1970 : 42). The problem of educational deficiency among adults is not one that will quickly disappear with the passing of the current generation of illiterate adults.

While there were some attempts to provide educational opportunities for disadvantaged adults prior to 1965, most efforts were sporadic and extremely

limited in their impact on illiteracy and educational deficiency. For the most part, such efforts in adult education have been directed primarily at the interests and needs of middle-class adults and have provided few opportunities for educationally disadvantaged minority adults. The adult education movement, which began in strength around 1910, originally appeared to offer a great deal of hope for the educationally disadvantaged. Some of the first classes were designed to provide literacy training, citizenship preparation, and vocational instruction. During World War II the Army developed an intensive program to educate and train illiterate recruits. After the War, however, the emphasis and perceived need for these types of adult classes diminished. The adult schools which had been developed to meet these needs looked for a wider base and eventually came to view all adults as their "target population." Partially due to the inaccessibility of channels of communication and influence to minority adults, the participation of this segment of the adult population in classes of adult education became almost non-existent (Clark, 1955). Thus, an effort which started initially as an attempt to meet the needs of lower-class adults, became converted to a means of serving primarily the interests of middle-class adults.

In 1965, however, the federal government became involved in the effort to educate illiterate adults. Whereas no federal money had been available for such programs in the preceding years, at least \$180,000,000 of funds from the War on Poverty were made available for a wide variety of programs which offered adult basic education (Luke, 1966 : 363). By 1972 the enrollment in ABE classes was approximately 20 times as great as the 1965 figure (National Advisory Council on Adult Education, 1972 : 3).

Texas Adults in ABE Programs

A recent survey of illiteracy in Texas revealed that over a million and a half Texas adults had less than an eighth grade education (U.S. Office of Education, 1969 : 41). The latest census figures indicate that in Texas, 75% of Mexican-American adults have not completed high school. The comparable statistics for Negroes is about 67% while 45% of Anglos have not completed high school. The 1970 figures also indicate that Anglos form only about one-half of the 1,852,944 Texas adults who have eight years of education or less (United States Bureau of the Census, 1972 : 20).

In a manner similar to that of the nation as a whole, Texas experienced a great expansion of its ABE programs starting about 1965. Texas, which in 1964 had only a few scattered ABE classes taught by volunteer teachers (Adair, 1964 : 64-66), jumped to an enrollment of 57,137 during the 1965-66 school year (Texas Education Agency, Program Report, 1966). By 1971 Texas had the largest enrollment of any state in the nation in its ABE classes (National Advisory Council on Adult Education, 1972 : 30) .

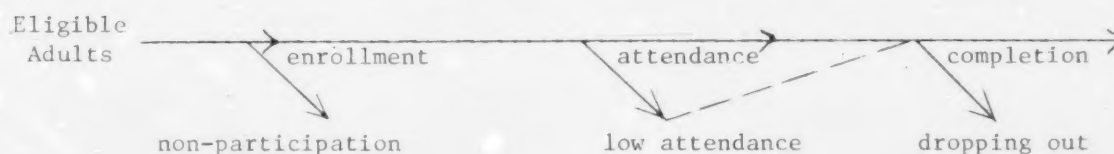
Who are the adults who have enrolled in such great numbers in Texas ABE programs? What goals or desires motivate their participation in the program and what factors keep even greater numbers from participating? This report provides a descriptive profile of ABE teachers and students and analyzes many of the factors which influence whether or not they enroll, how much they attend, and whether they quit before completing the program.

An additional question addressed by this report is how the recent expansion of ABE programs has affected adults of minority status. Have they been enrolled in proportion to their representation in the population and in proportion to their eligibility for such programs?

II. RESEARCH STRATEGY

As the preceding discussion indicates, ABE participation, as conceptualized in this report, has three component stages; enrollment, attendance and separation. At each of these stages a variety of forces may operate to promote or to reduce participation. While many of these forces may exist in all three stages, it is reasonable to assume that some factors may only exert their influence in one or two of the participation stages. Nevertheless, most factors are analyzed to determine their relation to each of the three stages. Figure 1 shows the sequence of the three participation phases and illustrates how participation can be either encouraged or hindered at any of the three stages.

Figure 1. Possible participation outcomes at each of three stages of ABE participation.



It was assumed at the beginning of this research project that factors which promote or impede participation would be essentially the same at each of the three stages. Adults who have problems with excessive illness, for example, would conceivably be hindered from enrolling. If they do enroll, they would probably have some difficulty in maintaining high attendance. In addition, this obstacle might help bring about a need to prematurely withdraw from the

program. Similarly, a perceived need or desire for some educational goal might encourage enrollment and continue to exert an influence for high attendance and completion of the program. Nevertheless, it is recognized that some factors will be able to influence participation at only one or two of the three stages. The quality of instructional materials, for example, would presumably have little, if any, effect on rates of enrollment since non-participating adults would most likely have no contact with such materials.

In searching for factors or forces which might be related to variations in participation rates, three general categories were selected; situational, dispositional and program factors. A brief description of each of these will illustrate what types of variables each might include.

1. Situational Factors. Included in this category are all variables or items which exist in the life situation or environment of adults and either hinder or encourage participation. Included here would be such variables as illness, transportation problems, economic or occupational needs, etc.

2. Dispositional Factors. This factor includes all variables or items which exist in the mind of adults. The primary difference between these variables and those included under the situational factors is that dispositional factors are subjective elements (such as values, attitudes or beliefs) which exist in the mind while the situational factors are objective realities which are external to the individual².

3. Program Factors. The items and variables included in this category are those aspects of the ABE programs themselves which either reduce or encourage participation. The major items identified in this category are teacher characteristics and program effects. This category is included for the obvious reason that the program itself may affect the desire or ability of adults to participate.

Figure 2 shows the relation of these three factors to the stages of participation. The positive and negative signs in the Figure illustrate that each factor may have elements which either hinder or promote participation.

Figure 2. Research design showing the relation of the participation factors to the component stages of ABE participation.

Participation Factors	Type of impact on Participation	Participation component stages		
		Enrollment	Attendance	Withdrawal
Situational	+			
	-			
Dispositional	+			
	-			
Program-related	+			
	-			

Research Populations

In order to gather data to examine the relation of these factors to ABE participation it was necessary to survey several different population categories. First a measure of enrollment was needed. This was done by comparing a sample of ABE participants with a similar sample of adults who were eligible for the program but who had not enrolled. The assumption used here was that if an item was really an obstacle to participation then a smaller percent of adults who had this characteristic would be enrolled in the program. If, for example, it is found that there is a significantly greater percent of

women with young children among nonparticipants than is found among ABE participants, then there would be some evidence to support the hypothesis that having to care for children is an obstacle to enrollment. Likewise, if it is found that a significantly greater percent of adults with a desire for an ABE-related goal are enrolled in the program, then there would be some support for the contention that this particular item does indeed encourage enrollment³.

The obvious population group to be surveyed for the analysis of attendance is that of adults currently participating in ABE programs. In this research this was done by means of a questionnaire sample and a sample of adults who were interviewed later in the year. In both cases, attendance information was obtained from the annual program reports submitted to the Texas Education Agency. These reports contain attendance information for each student in the class of all teachers. By adding up the attendance figures for all the students in each teacher's class it was possible to get a composite attendance score for teachers. These figures were then correlated with data gathered from a sample of ABE teachers to provide information on how teacher characteristics are related to the attendance of their students.

Data for the third stage (completion) were obtained by interviewing a sample of adults who had separated from the program during the preceding three years. This sample had a fairly even distribution of adults who had completed the program and those who had dropped out prior to completion. This made it possible to determine the effect that the proposed items had on completion. Here again, it was assumed that if ABE dropouts make up the greatest proportion of adults who have an obstacle, such would be evidence, although limited, that this obstacle does hinder ABE completion. Likewise, if it is found that ABE completers form a greater proportion of adults who indicate a special need or desire for ABE, then there would be some support of the

proposition that this need or desire is related to program completion.

Figure 3 adds to the information presented in Figure 2 and shows what research samples were used to provide data for each of the three participation stages.

Figure 3. Research design showing the relation of the participation factors to the component stages of ABE participation and the research populations surveyed for each component stage.

Participation Factors	Type of impact on Participation	Participation component stages		
		Enrollment	Attendance	Withdrawal
Situational	+	Current participant <u>vs.</u> non-participant samples (from interviews)	Current participant (interview and questionnaire) samples and ABE teachers (interview and questionnaire)	Former participant interview sample (divided into completion and drop-out categories)
	-			
Dispositional	+			
	-			
Program-related	+			
	-			

III. METHODOLOGY

The methodology of this project was designed to facilitate an exploratory search for factors related to ABE participation and to provide an analysis of the significance of such factors once they were identified. This was accomplished by dividing the project into several phases and activities as follows:

1. Background Review and Research. A great amount of time and effort were spent reviewing the literature and conducting informal interviews

with ABE personnel in order to determine the types of data to be collected and the best procedures to use.

2. Questionnaire Development and Administration. Based on the information provided by the preliminary phase, questionnaire forms requesting biographical, attitudinal, and attendance information were subsequently developed for ABE teachers and students. Following a field test of these forms questionnaires were mailed to a computer-drawn sample of 500 teachers and approximately 2000⁴ of their students at the beginning of the 1972-73 school year. Through an extensive follow-up program, a return rate of approximately 65% was realized.⁵ The data provided by these questionnaire forms were used to examine some exploratory hypotheses and to suggest some additional avenues of research.

3. Interview Project Development and Administration. Based on the information and data gathered in the two preceding phases, four interview forms were developed and field-tested in Austin in March of 1974. These interview instruments included forms for non-participants, current ABE participants, former ABE participants, and ABE teachers. Seven sites around Texas (Austin, Dallas, Rusk Cooperative, Bexar County, Pharr-San Juan-Alamo, Cooke County Cooperative and Lubbock) were selected to provide a distribution giving adequate representation to each of the three major ethnic categories (Mexican-Americans, Blacks, and Anglos) and to both metropolitan and rural programs. Within each of these sites random selections of each of the four research populations were made.⁶ Tri-ethnic interview teams were made up of personnel from the A.P.L. project staff and on-site interviewers hired with funds made available by the Hogg Foundation for Mental Health. During the months of April, May and June of 1973 a total of 469 interviews were conducted. The breakdown by type of interview is indicated in Table 1.

Table 1.
Frequency of interviews by site and participant status

	ABE Teachers	Current Participants	Former Participants	Non- Participants
Rusk	18	27	22	16
Dallas	16	24	31	22
Austin	15	14	26	17
San Antonio	21	29	23	29
P.-S.J.-A.	10	10	10	10
Cooke Co.	9	10	10	10
Lubbock	10	10	12	10
	99	124	132 ^a	114

^a Because of problems of validity, 30 of the former participant interviews from one of the sites were not used in the final data analysis.

4. Collection of Support Data. In addition to the data collected in the questionnaire and interview projects, the following types of data were collected from the sources listed below:

- a. Attendance information -- Annual reports from T.E.A. were searched to find attendance data for each of the students and teachers sampled in the questionnaire and interview projects.
- b. Census data -- In order to be able to compare ABE students to all eligible adults, 1970 census data were collected from computer tapes containing Public Use Sample data on Texas adults who had less than a high school education.
- c. Public School Teacher data -- Since a profile of ABE teachers was also desired, data on all Texas public school teachers was provided by T.E.A. to provide a base of comparison.

Data Analysis

The data from all questionnaires and interviews were transferred to computer cards for computer analysis using the SPSS statistical package available at the University of Texas at Austin. The primary subprogram used was Crosstabs which gives Pearson's Chi-square test of association and produces a sequence of two-way contingency tables. In addition to showing the exact level of significance, this subprogram produces a variety of non-parametric statistics which measure the degree of association of the variables. The results of such analyses form the bulk of the statistical portion of this report. Nevertheless, the analysis also involved a limited use of the Breakdown subprogram (which gives the mean and standard deviation for the dependent variables and produces one-way analysis of variance tables) and the Pearson Corr subprogram (which produces correlation coefficients and measures of significance).

IV. PRELIMINARY RESEARCH FINDINGS

Minority Adult Enrollment

One of the questions addressed by this research is: To what extent are ethnic minorities represented or involved in ABE programs. Data from the T.E.A. Division of Adult and continuing information make it possible to answer this question. Table 2 presents a cross tabulation of enrollment by ethnic status and school year.

Table 2.

The distribution of adults in Texas ABE classes
by race or ethnic status, 1968 through 1972^a

Race or Ethnic Status	Enrollment by School Year				
	1967-68	1968-69	1969-70	1970-71	1971-72 ^b
Spanish surname	14,416 (32.4%)	22,064 (48.9%)	24,059 (45.3%)	27,138 (47.2%)	17,560 (48.4%)
Anglo or other White	11,144 (24.9%)	7,975 (17.3%)	11,648 (21.9%)	16,006 (27.9%)	9,940 (27.4%)
Negro or Black	13,696 (31.2%)	13,472 (29.2%)	16,572 (31.2%)	14,001 (24.4%)	6,530 (18.0%)
Other	5,145 (11.5%)	2,120 (4.6%)	832 (1.6%)	294 (0.5%)	2,270 (6.2%)
Total	44,772 (100.0%)	46,171 (100.0%)	53,111 (100.0%)	57,439 (100.0%)	36,300 (100.0%)

^a The data presented in this table are gathered from annual program reports compiled by the Texas Education Agency and submitted to the U.S. Department of Health Education and Welfare.

^b The data for the 1971-72 school year were compiled from a 10% sample made available for this project (since the final tabulation for the annual program report had not been completed).

Even a preliminary examination of these enrollment figures indicates that ABE programs have a high proportion of minority adults. In order to determine whether minority adults are over-represented, however, it is necessary to compare these figures with those indicating their representation in the general population. Since adults needing remedial education are the focus of ABE efforts, it would be better to use the "eligible" population rather than the total adult population. For purposes of limitation, "eligible" adults will be defined as adults 25 years of age and older who have not completed high school. Table

3 shows how the representation of minority adults (ages 25 and older) in ABE programs compares to their representation in the total "eligible" population.

Table 3. A comparison of the actual 1970 Texas ABE enrollment and the enrollment expected (based on the ethnic distribution of adults in the 1970 census who had completed less than 12 years of education)^a

Race or Ethnic Status	Population Distribution of adults (25 +) with less than 12 years ed.		Actual 1970 ABE enrollment (ages 25+)	Actual/expected enrollment (% that exp. enrol. is of actual ABE enrollment)
Spanish surname	621,196	(expected %) (20.4%)	24,059 (46.0%)	46.0%/20.4% = 225.5%
Anglo or other white	1,978,002	(64.9%)	11,648 (22.3%)	22.3%/64.9% = 34.4%
Negro or Black	449,157	(14.7%)	16,572 (31.7%)	31.7%/14.7% = 215.6%
Total ^b	3,048,355	(100.0%)	52,279 (100.0%)	

^a Sources: U.S. Bureau of Census, United States Census of Population 1970, General Social and Economic Characteristics, PC(1)-C45 (Washington: U.S. Government Printing Office, 1972), Table 51. National Center for Educational Statistics, Students and Staff Data, July 1, 1969 - June 30, 1970, pp. 18-29.

^b The total for ABE enrollment and the population figures excludes adults of the "other" racial or ethnic designation since their representation is so low and since the focus of this table is upon the representation of the three major ethnic or racial groups.

The last column of this table gives an indication of how much over- or under-represented each ethnic category is. This column indicates that Mexican-Americans (Spanish surname) and Blacks have over twice the enrollment that their

proportionate representation in the "eligible" population would indicate. Anglos, on the other hand, have only about one-third of the enrollment expected.

Since ABE programs are directed primarily at adults needing to complete an eighth-grade education,⁷ however, it may be preferable to compare the ABE enrollment with the adult population with 7 or less years education completed. Using the same technique for determining over or under-representation, this new definition of "eligible" adults shows that Mexican-Americans have 131% of their expected enrollment and Blacks have 183%. Anglos still show an under-representation with only 46% of their expected enrollment. While this is an increase over what was encountered using the 0 through 11 educational category, Anglos still have less than half of the enrollment that their representation in the "eligible" population would indicate.

Representation of ABE Teachers by Ethnic Status

In addition to determining the ethnic representation of ABE participants, data were gathered for this report which would indicate the ethnic distribution of ABE teachers. Here again, it was felt that a base of comparison for such figures would be informative. Since most ABE teachers are recruited from the ranks of public school teachers, the ethnic composition of both categories are presented together and appear in Table 4.

Table 4.

A comparison of the ethnic distribution of ABE teachers
and public school teachers in Texas^a

Race or Ethnic Status	Public School Teachers	ABE Teachers
Mexican-American or Spanish surname	3,992 (2.8%)	430 (28.5%)
Anglo or other White	123,273 (88.2%)	740 (49.0%)
Negro or Black	12,398 (8.9%)	300 (19.9%)
Other	132 (0.1%)	40 (2.7%)
Total	139,795 (100.0%)	1,510 (100.0%)

^a These data were generated especially for this report from data on computer files at the Texas Education Agency Management Information Center.

As this table indicates, ABE programs have a much greater representation of Mexican-American and Black teachers than do the public schools of Texas. This is also true when sex distribution of the teachers is considered. Whereas the percentage of male teachers in ABE is 38.4%, male teachers in the public schools comprise only 27.3% of the total teaching force (T.E.A. Management Information Center data). Thus, it seems that ABE programs have attained a greater representation of ethnic minority teachers and male teachers than have public school programs throughout the State. The sex and ethnicity of ABE teachers will be among the variables whose relation to ABE participation will be considered in the next section.

V. RESEARCH FINDINGS

Since the basic design of this research was exploratory, a major portion of the effort of this project was to identify variables which might be proposed as factors related to ABE participation. This search was guided by the research model presented in Figure 2. The literature review, interviews, discussions with ABE personnel, and the preliminary mail-out questionnaire project yielded a variety of subfactors and variables proposed as possible participation-related variables. These proposed variables will be discussed and the results of analysis presented under the general topic headings proposed by the research model.

Situational Factors

As mentioned earlier in this report, situational factors are those conditions which exist in the environment or life situation of adults which might affect their participation in ABE. The factors proposed here have been divided into several subcategories with specific variables and items listed for each. As each variable is presented, its proposed relation to participation will be indicated.

1. Occupational or employment-related variables.

- a. Income. It seems that a lack of income (if perceived as being due to a lack of education) would encourage participation.
- b. The desire to get a job or to get a better job may also be perceived as a benefit. Similarly, the desire to get a raise or a promotion in one's present job might encourage ABE participation.

- c. Employer's reaction. If an employer encouraged an employee to attend, it would seem to increase the probability of enrollment. On the other hand, a negative or apathetic reaction would seem to be negatively related to participation.
- d. Job stability. The reasoning for identifying this variable was that adults who have held the same job over an extended period or who have not frequently changed employment might manifest greater stability in an ABE program. In addition to the "stick-to-it-ness" aspect, job stability does not frequently necessitate a change of residence nor a change of hours, both of which could make participation difficult. Since these items were only included on the questionnaire given to ABE participants, it was possible to determine their relation only to attendance.
- e. Employment status. It would seem that adults who are employed would find a greater conflict of time and scheduling in being able to attend ABE. Similarly those who are employed might be too tired from working to attend.
- f. Occupational prestige. It was proposed that an adult's occupational prestige, like family income, would be related to participation in that adults of low occupational prestige would see ABE as a means of improving their occupational position. Thus, it was proposed that adults with low occupational prestige ratings (as measured by Duncan's S.E.I.) would, like low income groups, have higher rates of participation than the high S.E.I. category.

The data used to examine the relation of these variables to ABE participation are presented in Table 5. For the reader who is unfamiliar with

some of the techniques and measures used in the tables, an explanatory guide is presented on the page facing the Table. In this and all subsequent tables, the symbol > (greater than) is used to indicate that the enrollment, attendance or completion rates of the first category listed are greater than those of the category following the sign. In addition, an asterisk (*) will be used to show when the results obtained were contrary to that predicted.

Table 5 on following pages

An examination of this table indicates that the hypothesized outcomes were essentially as predicted on all variables except income, occupational prestige and employment status. The outcome of the results on these variables shows that adults who are employed, who have higher incomes and higher occupational prestige had higher participation rates in virtually every participation stage. While these results were not always statistically significant (at the .05 level), the consistency of results adds weight to the general observation that the lowest participation rates seem to be among those who might economically be in the greatest need of ABE. The implications of this and other results will be explored in greater detail in the latter part of this report.

Another item which showed a statistically significant result in the direction contrary to that predicted was found in the completion category where adults who found a problem in getting a job had a lower rate of completion than did those who failed to indicate that this was a problem. This result may be related to the other items mentioned in that gaining employment may not be as great a need for those who are already employed and of high income as it would for those not employed and of low income (and who have lower completion rates).

Explanatory Guide to the Tables

In attempting to understand the relation of any variable to participation, two essential pieces of information are needed concerning differences between response categories. The first is whether the differences are in the direction predicted and the second is whether these differences are great enough to be considered significant.

As an example, it was predicted that low income adults would have significantly greater rates of participation than adults of high income. Table 5 shows that in all 3 stages this result was not obtained for 1972 income. One would then want to know if the differences between participation rates for these categories in the samples were great enough to be considered statistically significant. Differences of only a few percentage points, for example, could easily happen by chance. The greater the difference among income groups (as indicated by the percentage figures) the greater the likelihood that the differences are more than just chance or random variations. The significance figure presented at the right of each participation stage enables one to know what the chances are that the differences are by chance. As a general rule, the smaller the decimal value, the greater the confidence in the results. While the reader may select any cut-off point he or she chooses, this report utilizes the commonly selected level of .05 or less. The "yes" or "no" in the significance column simply indicate whether this level of confidence was achieved.

In the case of 1972 income, then, results contrary to prediction were encountered (with the high income group having the greatest participation in all stages). In one of the stages (attendance), these contrary findings were statistically significant (having a decimal value smaller than .05) and in the enrollment stage, the results almost made it to the .05 cut-off level (significance of .0851).

Table 5. An analysis of the relation of occupationally-related variables to the three stages of ABE participation.

Variable and Items	STAGE OF PARTICIPATION			
	Enrollment		Attendance	Completion
	Highest to lowest enrol. (by % of each category who are enrolled)	Sig. less than ($<$).05	Highest to lowest attend. (by % of each category who are high attenders)	Highest to lowest compl. (by % of each category who completed the program) ($<$).05
Occupationally-related variables	*		*	*
1972 family income	\$8,000+ > up to \$3,999 > \$4,000 - \$7,999 (68% - 50% - 47%)	No .0851	\$8,000+ > \$4,000-\$7,999 > up to \$3,999 (73% - 47% - 32%)	\$8,000+ > \$4,000-\$7,999 > up to \$3,999 (52% - 43% - 32%) No .2697
1967 family income	\$8,000+ > \$4,000-\$7,999 > up to \$3,000 (70% - 59% - 46%)	No .0635	\$8,000+ > \$4,000-\$7,999 > up to \$3,000 (75% - 39% - 37%)	\$4,000-\$7,999 > * \$8,000+ > up to \$3,999 (57% - 47% - 26%) Yes .0462
Getting a job is a problem	checked > not checked (56% - 54%)	No .8621	checked > not checked (50% - 33%)	* not checked > checked (52% - 28%) Yes .0292
Getting a good job is a problem	checked > not checked (59% - 51%)	No .4844	checked > not checked (46% - 27%)	checked > not checked (43% - 41%) No 1.000
Getting a raise or a promotion is a problem	checked > not checked (56% - 54%)	No .9169	checked > not checked (52% - 36%)	* not checked > checked (44% - 37%) No .6253
Having to work does (would) make attend- ance difficult	seldom or never > often or sometimes (64% - 59%)	No .7847	seldom or never > often or sometimes (50% - 27%)	seldom or never > often or sometimes (42% - 20%) No .1203

Table 5 (continued)

Variable and Items	STAGE OF PARTICIPATION					
	Enrollment		Attendance		Completion	
	Highest to lowest enrol. (by % of each category who are enrolled)	Sig. < .05	Highest to lowest attend. (by % of each category who are high attenders)	Sig. < .05	Highest to lowest compl. (by % of each category who completed the program)	Sig. < .05
Being too tired does (would) make attend- ance difficult	seldom or never > often or sometimes (71% - 32%)	<u>Yes</u> .0001	seldom or never > often or sometimes (49% - 25%)	No .3755	seldom or never > often or sometimes (42% - 35%)	No .7090
How did (would) your boss feel about you enrolling in ABE?	like it > dislike it or not care (58% - 28%)	<u>Yes</u> .0037	like it > dislike it or not care (50% - 42%)	No .6643	dislike it or not care > like it (50% - 46%)	No .8976
Number of different employers in last 10 years (question- naire)			none > 1-2 > 3-4 > 5+ (33% - 28% - 21% - 15%)	No .1471		
Number of years in longest job in last 10 years (question- naire			not empl. > 5+ > 2, 3 or 4 > 1 year (38% - 30% - 20% - 13%)	<u>Yes</u> .0045		
Occupational pres- tige (Duncan's SEI)	High > low > [*] not clas. (68% - 51% - 44%)	<u>Yes</u> .0170	Low > not clas. > high (60% - 41% - 37%)	No .2841	Not clas. > [*] high > low (46% - 43% - 36%)	No .6731
Employment Status	Employed > not [*] employed (64% - 46%)	<u>Yes</u> .0097	Employed > [*] not employed (52% - 40%)	No .4852	Employed [*] not employed (44% - 40%)	No .9161

2. Family and friendship variables. It was often proposed in the literature examined that adults of lower educational achievement would be greatly influenced (pro or con) by persons of close personal relationship. Items used to indicate the relation of this variable to ABE participation are included in the following list of family (and friendship) related items.
 - a. Having to watch or care for children was proposed as an obstacle to participation. It was hypothesized that adults with the greatest number of children would have the lowest participation rates. Since all children may not be present in the home, a question on the number of occupants in one's household was also included.
 - b. Having many relatives in the vicinity (which might pose some competition for one's time or attention).
 - c. The reaction of one's spouse to ABE participation. This variable could either reduce or encourage participation, depending on the type of reaction. Related to this is the participation status of one's spouse. Adults whose spouses have attended (or are attending) would have greater knowledge of the program and, judging from the overwhelming approval of ABE indicated in the survey of former participants, would be more likely to receive encouragement from their spouse. It would also seem probable that adults whose spouses had higher levels of education would be encouraged to participate.
 - d. The reaction of other family, relatives, or friends to participation would also seem to affect their enrollment, attendance and completion of ABE.

- e. The desire to help children with schoolwork was identified as a possible participation inducing factor.

The results of the analyses of these proposed relations are presented in Table 6.

Table 6 on following pages

Again, the outcomes predicted generally were in the direction proposed although many such outcomes were not statistically significant. Of the results which had outcomes in the direction opposite of that predicted, only one was significant at the .05 level (spouse's level of education). Here adults whose spouses had only 8-11 years of education had much higher rates of completion than those whose spouses had 12 or more (or 7 or less). Other variables which showed non-hypothesized results had relatively small differences and large significance scores and therefore, merit little discussion. Of all of the variables proposed as correlates of participation, the one which seems to least follow the predicted relation was the one which proposed that the desire to help children with schoolwork would increase participation rates. The results not only failed to show statistical significance: Two of them were in the opposite direction.

3. Health, transportation and ABE neighborhood variables.

- a. Health. This subfactor would seem to be related to participation only as a possible cost. Adults who are frequently ill would find participation both difficult and tiring.
- b. Transportation. A lack of adequate transportation may also severely limit participation.

Table 6. An analysis of the relation of family and friendship variables to the three stages of ABE participation.

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Variable and Items	STAGE OF PARTICIPATION		Completion	
	Attendance			
	Highest to lowest attend. (by % of each category who are high attenders)	Sig. < .05		
	Highest to lowest enrol. (by % of each category who are enrolled)	Sig. < .05	Highest to lowest compl. (by % of each category who completed the program	Sig. < .05
Family and Friendship variables			*	
Number of children	None > 3+ > 1 or 2 (69% - 40% - 39%)	Yes .0001	None = 1 or 2 > 3+ (46% - 46% - 43%)	No .9766
Number of occupants in household	1 or 2 > 3 or 4 > 5+ (57% - 51% - 48%)	No .4869	1 or 2 > 3 or 4 > 5+ (50% - 45% - 41%)	No .8192
Not having a baby- sitter does (would) make attendance difficult	Seldom or never > often or sometimes (70% - 26%)	Yes .0007	Seldom or never > often or sometimes (49% - 25%)	No .6870
Number of relatives within 50 miles of your home	0-4 > 5-10 > 11+ (59% - 48% - 45%)	No .1705	0-4 > 5-10 > 11+ (55% - 40% - 33%)	No .3004
How did (would) your spouse feel about you enrolling in ABE?	Like it > dislike or not care (60% - 40%)	Yes .0001	Dislike or not care > like it (50% - 41%)	No .9625
Spouse's last year of school completed	12+ > 8-11 > 0-7 (59% - 55% - 48%)	No .3884	12+ > 0-7 > 8-11 (56% - 44% - 33%)	No .4701
Spouse's participation in ABE	Spouse's part. > no partic. (81% - 26%)	Yes .0000	No partic. > Spouse's part. (62% - 50%)	No .8657
			Spouse's part. > No partic. (54% - 47%)	No .7096

Table 6 (continued)

Variable and Items	STAGE OF PARTICIPATION				
	Enrollment		Attendance		Completion
	Highest to lowest enrol. (by % of each category who are enrolled)	Sig. < .05	Highest to lowest attend. (by % of each category who are high attenders)	Sig. < .05	Highest to lowest compl. (by % of each category who completed the program)
How do (would) your friends feel about you enrolling in ABE?	Like it > dislike or not care (63% - 20%)	Yes .0001	* Dislike or not care > like it (56% - 41%)	No .6494	Like it > dislike or not care (43% - 39%) No .9795
Helping your children with schoolwork has been a problem	* not checked > checked (58% - 47%)	No .1336	checked > not checked (52% - 35%)	No .4597	* not checked > checked (44% - 40%) No .8398

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- c. Neighborhood. If an adult perceives the ABE center neighborhood (or the area through which he/she must pass) as dangerous, then participation would probably be perceived as being too costly.⁸

The various items used to test the relation of these factors to participation are presented in Table 7.

Table 7 on following pages

As in many of the preceding tables, variables found significant in the enrollment or completion stages failed to show statistical significance in the attendance stage. Although two of the items in this stage manifested results contrary to those predicted, the direction in this table and others generally does follow the predicted pattern. There are several possible reasons for the low number of significant relations encountered in the attendance analyses. First, the number of cases was smaller (67) than in any of the other analyses due to the fact that attendance information was not available for many of the current ABE participants interviewed.⁹ In addition, attendance record-keeping systems are not uniform throughout the State.¹⁰ A third factor that may help explain the low number of statistical relationships is the fact that the high attendance category includes only adults who have attended over 91 hours and were present in class more than 80% of the time. Since adults may start the program at any time during the year, the late starters (a minority) would be excluded from the high attendance category since they would have had less opportunity to attain the 91+ hours.¹¹

The results of this table do seem to indicate, however, that illness is a major obstacle to ABE participation, especially in the enrollment stage.

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Table 7. An analysis of the relation of Health, Transportation and ABE Neighborhood variables to the three stages of ABE participation.

Variable and Items	STAGE OF PARTICIPATION					
	Enrollment		Attendance		Completion	
	Highest to lowest enrol. (by % of each category who are enrolled)	Sig. < .05	Highest to lowest attend. (by % of each category who are high attenders)	Sig. < .05	Highest to lowest compl. (by % of each category who completed the program)	Sig. < .05
Sickness						
No. of days per month you are unable to work or leave home due to illness	None > 1 or more (64% - 42%)	Yes .0066	* 1 or more > none (57% - 44%)	No .5542	None > 1 or more (51% - 26%)	Yes .0379
Being sick is (would be) a problem in attending ABE	Seldom or never > often or sometimes (72% - 40%)	Yes .0002	Seldom or never > often or sometimes (46% - 42%)	No .9585	Seldom or never > often or sometimes (44% - 22%)	No .0792
Transportation						
How do (would) you get to an ABE class at (address) ?	Private auto > other (68% - 50%)	Yes .0215	Private auto > other (46% - 43%)	No .9343	Private auto > other (48% - 29%)	No .1266
How far is it from your home to (address) ?	* 1 mile or more > up to 1 mile (71% - 60%)	No .1803	* 1 mile or more > up to 1 mile (48% - 42%)	No .8829	up to 1 mile > 1 mile or more (46% - 41%)	No .9214
Not being able to get to class is (would be) a problem	Seldom or never > often or sometimes (69% - 60%)	No .8214	Seldom or never > often or sometimes (46% - 33%)	No .8928	Seldom or never > often or sometimes (43% - 12%)	Yes .0477

Table 7 (continued)

Variable and Items	STAGE OF PARTICIPATION			
	Enrollment		Attendance	
	Highest to lowest enrol. (by % of each category who are enrolled)	Sig. < .05	Highest to lowest attend. (by % of each category who are high attenders)	Sig. < .05
Neighborhood of ABE center				
How much risk or danger do you feel in attending a night class around the ABE center?	No risk > great to some (71% - 53%)	Yes .0323	No risk > great to some (46% - 41%)	No .9496
			No risk > great to some (43% - 33%)	No .7451

Transportation seems to pose problems mainly for those adults who do not have access to private transportation (which may be related to the high income and occupation findings discussed earlier). The perceived danger of attending night classes at the ABE centers seems also to be a problem primarily in the enrollment stage.

4. Need for skills and abilities. Many of the situational factors examined thus far were mainly proposed as hinderances to ABE participation. There are also, however, variables in the life situation of adults which would indicate a need or promote a desire for additional education. Thus, interview respondents were asked to indicate whether they had a need for several items or whether a lack of such items had been a problem to them and was attributable to a lack of education. The specific items proposed were:

- a. General questions about specific skills desired. These items were inserted to determine the relative priority of specific goals to high participation rates.
- b. Desire or need for a G.E.D. certificate.
- c. Desire to qualify for college or for a job skill training program.
- d. Perceived inability to express oneself well (or inability to speak English).
- e. Perceived lack of self confidence or being embarrassed as a result of not having finished school.

The relation of these items to participation is presented in Table 8.

Table 8 on following pages

Table 8. An analysis of the relation of skill and ability need variables to the three stages of ABE participation.

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Variable and Items	STAGE OF PARTICIPATION			
	Enrollment	Attendance	Completion	
	Highest to lowest enrol. (by % of each category who are enrolled)	Highest to lowest attend. (by % of each category who are high attenders)	Highest to lowest compl. (by % of each category who completed the program)	Sig. < .05
Perceived Need for Skills and Abilities				
Specific skills de- sired (open-ended)	G.E.D. and Advanced > E.S.L. > Basic (76% - 62% - 39%)	G.E.D. and Advanced > Basic > E.S.L. (50% - 33% - 20%)	Advanced > Basic > E.S.L. (40% - 28%)	No .2271
Do you want a G.E.D. or eighth-grade certificate?	checked > not checked (58% - 40%)	(data miscoded)	(Cell frequency too small)	
Trying to qualify to enter college	checked > not checked (80% - 49%)	(cell frequency too small)	(Cell frequency too small)	
Qualify for job training program	not checked > checked (56% - 36%)	(Cell frequency too small)	(Cell frequency too small)	
Ability to express yourself well is a problem (due to lack of education)			*	No .1104
Ability to speak English well is a problem (due to lack of education)	checked > not checked (63% - 47%)	checked > not checked (46% - 43%)	not checked > checked (49% - 31%)	No .8916
	checked > not checked (65% - 48%)	* not checked > checked (46% - 42%)	checked > not checked (43% - 41%)	No .9221

a These figures were derived from data which were hand tabulated and the exact level of significance was not available.

Table 8 (continued)

BEST COPY AVAILABLE

Variable and Items	STAGE OF PARTICIPATION			
	Enrollment		Attendance	Completion
	Highest to lowest enrol. (by % of each category who are enrolled)	Sig. < .05	Highest to lowest attend. (by % of each category who are high attenders)	Sig. < .05
Having self-confidence is a problem (due to lack of an education)	checked > not checked (68% - 46%)	Yes .0012	checked > not checked (48% - 20%)	No 1206
Are you embarrassed for people to know you didn't finish school?	Often or sometimes > seldom or never (54% - 50%)	No .6879	Often or sometimes > seldom or never (42% - 39%)	No .9255
What do you hope to gain from ABE? (Questionnaire)			Personal improve. & satis. > occupational improve. > GED & ad- vanced skill acquisi- tion > Basic & ESL skills (35% - 29% - 24% - 21%)	Yes .0084
			* not checked > checked (48% - 31%)	No 1792
			* Seldom or never > often or sometimes (46% - 32%)	No 2903

One of the most apparent results indicated by this table is that all proposed items, except being embarrassed for people to know of lack of education, were found to be significantly related to enrollment and manifested the direction predicted. This was not true for the attendance or completion data, however, as several of the results were not in the predicted direction and only one was significant at the .05 level. This item (what do you hope to gain from ABE?) indicates that attendance is highest for adults who want education for its own sake and lowest for those attempting to acquire basic literary and English skills.

While it is probable that there are other situational factors related to ABE participation, the ones described in this section were the ones identified by this research. It is hoped that in future research, additional situational factors may be identified and all factors weighted as to their importance as hinderances or stimulators of ABE participation.

Dispositional Factors

The dispositional factors, it will be recalled, are those factors which exist as attitudes, values or beliefs in the minds of adults and which hinder or encourage ABE participation. While many of the situational factors were viewed as either a hinderance or as stimulators of participation (illness, for example, was viewed only as a possible hinderance), each dispositional factor can act to both encourage or hinder participation. For this reason, the variables proposed will not be labeled as either hinderances or inducers of participation. Instead, each will be discussed as to how it can either promote or hinder participation.

1. Perceived mastery of the environment. Items selected for this category were taken primarily from alienation scales and generally

make statements concerning the importance of luck, fate, and planning for the future.¹² It was generally predicted that adults who perceived little ability to control their environment would see little utility in ABE (which represents an attempt to change one's situation). Table 9 shows the relation of each of the items and the total score to the three stages of participation.

Table 9 on following pages

Table 9 shows that the total mastery of environment scores were significantly related to enrollment and program completion but not to attendance. The only item which was significantly related to all three stages was the fatalistic belief that "Everytime I try to get ahead, somebody or something stops me". While the attendance category showed four results in the direction opposite of that predicted (in terms of the sequence of agree and disagree responses), all ten items showed results in the predicted direction in both the enrollment and completion stages and half or more of the items in each of these stages showed statistically significant results. These results strongly indicate that perceived mastery of environment is highly related to ABE participation in the enrollment and withdrawal stages.

2. Self concept of ability. In the review of the literature, many statements were encountered which indicated that adults in poverty feel unable to learn (see, for example, Ulibarri, 1970 : 32). It was proposed in this research that this attitude, to the extent that it does exist, would act as a hinderance to ABE participation since there would be little expectation of success. While this

Table 9. The relation of mastery of environment items and total scores to the three stages of ABE participation.

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STAGE OF PARTICIPATION						
Variable and Items	Enrollment		Attendance		Completion	
	Highest to lowest enrol. (by % of each category who are enrolled)	Sig. < .05	Highest to lowest attend. (by % of each category who are high attenders)	Sig. < .05	Highest to lowest compl. (by % of each category who completed the program	Sig. < .05
Mastery of the environment						
It's useless to plan for tomorrow	Disagree > agree > don't know (55% - 48% - 40%)	No .2398	Disagree > agree > don't know (46% - 44% - 14%)	No .2832	Disagree > agree > don't know (49% - 23% - 18%)	Yes .0482
The average citizen can have an influence in government and politics	Agree > disagree > don't know (56% - 48% - 46%)	No .4221	* Disagree > don't know > agree (67% - 46% - 41%)	No .4813	* Don't know > disagree > agree (50% - 48% - 20%)	No .0692
Getting a good job has nothing to do with luck	Agree > disagree > don't know (57% - 48% - 38%)	No .1225	Don't know > disagree > agree (67% - 44% - 43%)	No .5432	Agree > disagree > don't know (48% - 39% - 25%)	No .3023
Everytime I try to get ahead somebody or something stops me	Disagree > agree > don't know (60% - 43% - 36%)	Yes .0115	Disagree > don't know > agree (59% - 40% - 22%)	Yes .0169	Disagree > don't know > agree (51% - 50% - 7%)	Yes .0084
Good luck is more important than hard work for success	Disagree > agree > don't know (59% - 42% - 41%)	Yes .0331	Disagree > agree > don't know (48% - 42% - 33%)	No .7750	Disagree > agree > don't know (49% - 25% - 25%)	No .0903

Table 9 (continued)

BEST COPY AVAILABLE

Variable and Items	STAGE OF PARTICIPATION				
	Enrollment	Sig. < .05	Attendance	Sig. < .05	Completion
	Highest to lowest enrol. (by % of each category who are enrolled)		Highest to lowest attend. (by % of each category who are high attenders)		Highest to lowest compl. (by % of each category who completed the program)
All a man should want in life is a good job, a nice car, and eventually a home of his own	Disagree > agree > don't know (60% - 44% - 37%)	No .0598	Disagree > agree > don't know (52% - 46% - 14%)	No .1991	Don't know > disagree > agree (67% - 54% - 24%)
Happiness is not expecting too much and being content with what comes your way	Disagree > agree > don't know (65% - 45% - 44%)	Yes .0145	Disagree > agree > don't know (48% - 44% - 43%)	No .9470	Disagree = don't know > agree (60% - 60% - 30%)
Success is already in the cards, so you should accept it	Disagree > agree > don't know (64% - 35% - 30%)	Yes .0001	Don't know > disagree > agree (50% - 46% - 43%)	No .9566	Disagree > don't know > agree (51% - 31% - 24%)
Planning only makes a person unhappy since you plans hardly work out	Disagree > agree = don't know (56% - 45% - 45%)	No .2146	* Agree > Disagree > don't know (56% - 44% - 33%)	No .5146	Disagree > don't know > agree (51% - 40% - 14%)
The wise person lives for today and lets tomorrow take care of itself	Disagree > agree > don't know (66% - 43% - 27%)	Yes .0001	* Agree/ > disagree > don't know (55% - 40% - 33%)	No .4678	Disagree > don't know > agree (55% - 25% - 24%)
Total mastery of environment scores	26-30 > 21-25 > 1-20 (64% - 61% - 37%)	Yes .0004	26-30 > 1-20 > 21-25 (54% - 44% - 39%)	No .5657	26-30 > 21-25 > 1-20 (66% - 37% - 17%)

variable is similar to the mastery of environment variable, the principal difference is whether adults feel unable to succeed because of their own inabilities (self concept) or because of fate, luck, etc. (mastery of environment). The two items used to measure this variable were taken from Coleman et al. (1966) and are presented in Table 10.

Table 10 on following page

The table shows that the total self concept of ability score is significantly related only to completion (although the enrollment figure barely missed the .05 cut-off). Attendance was found to be significantly related to one of the items but was not significantly related to the total score.

3. Individualistic-collectivistic orientation. The two items comprising this variable were adapted from a study by Bernard C. Rosen (1966) of what he called the "Achievement Syndrome" in which mothers of various ethnic backgrounds were surveyed to determine the extent of their achievement motivation. Since a primary contention of many writers who describe the poor is that they have little motivation for achievement, this and other items from Rosen's research were selected for this study. The relation of the two items and the total scores are presented in Table 11.

Table 11 following Table 10

While all but one of the results presented in Table 11 were in the predicted direction, none were statistically significant at the .05 level. Thus, this variable cannot be accepted at this time as a participation factor.

Table 10. The relation of self concept of ability to the three stages of ABE participation.

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Variable and Items	STAGE OF PARTICIPATION					
	Enrollment		Attendance		Completion	
	Highest to lowest enrol. (by % of each category who are enrolled)	Sig. < .05	Highest to lowest attend. (by % of each category who are high attenders)	Sig. <.05	Highest to lowest compl. (by % of each category who completed the program	Sig. <.05
Self concept of ability I sometimes feel that I just can't learn	Disagree > agree = don't know (60% - 40% - 40%)	Yes .0111	* Agree > Disagree > don't know (60% - 45% - 14%)	No .1683	Disagree > don't know > agree (49% - 27% - 24%)	No .0927
I would have done better in schoolwork if teachers had not gone so fast	Don't know > disagree = agree (55% - 52% - 52%)	No .9412	Disagree > agree > don't know (58% - 28% - 27%)	Yes .0471	Don't know > disagree > agree (50% - 48% - 25%)	No .1282
Total self concept of ability scores (categorized)	High (5-6) > low (1-4) (59% - 46%)	No .0667	High (5-6) > low (1-4) (46% - 44%)	No .9242	High (5-6) > low (1-4) (53% - 26%)	Yes .0121

Table 11. The relation of individualistic-collectivistic orientation to the three stages of ABE participation.

BEST COPY AVAILABLE

Variable and Items	STAGE OF PARTICIPATION			
	Enrollment		Attendance	
	Highest to lowest enrol. (by % of each category who are enrolled)	Sig. < .05	Highest to lowest attend. (by % of each category who are high attenders)	Sig. < .05
Individualistic-collectivistic orientation				
Best kind of job is all working together, even if you don't get individual credit	Disagree > don't know > agree (64% - 51% - 48%)	No .1449	* Agree > disagree > don't know (50% - 43% - 36%)	Disagree > agree > don't know (45% - 42% - 36%) No .8963
Nothing is worth the sacrifice of moving away from one's parents or family	Don't know > disagree > agree (60% - 55% - 41%)	No .0861	Disagree > agree > don't know (49% - 47% - 27%)	Don't know > disagree > agree (50% - 46% - 30%) No .3185
Total individualistic collectivistic scores (categorized)	High individ. > low 4-6 > 1-3 (56% - 44%)	No .0963	High individ. > low 4-6 > 1-3 (49% - 39%)	High individ. > low 4-6 > 1-3 (46% - 33%) No .3322

4. Social isolation. This subfactor was also part of the overall alienation items mentioned earlier. Its selection was based on the assumption that an adult's social relationships (or attitudes concerning them) might influence his/her desire to participate with other adults in an ABE program. The two items which comprise this variable are presented along with the total scores in Table 12.

Table 12 on following page

Again, all but one of the results was in the direction predicted and none of the items demonstrated a statistically significant relation to the three participation measures. While the consistency of results in the direction predicted lends some support to the importance of this variable, the lack of statistical significance does not justify its acceptance.

5. The importance of rules and perceived well-being variables.

These two variables are combined in this discussion since both appear without total score analyses.

- a. The importance of rules. This subfactor was selected to give some indication of anomie and the possibility of its relation to participation.¹³
- b. Happiness and outlook. The two items selected for this category were general items included in the attitude scales. Their inclusion, like that of several other items in the attitude survey, was purely exploratory and not based on a distinct rationale.¹⁴ The analyses of these items are presented in Table 13.

Table-12. The relation of social isolation to the three stages of ABE participation.

BEST COPY AVAILABLE

Variable and Items	STAGE OF PARTICIPATION				
	Enrollment		Attendance		Completion
	Highest to lowest enrol. (by % of each category who are enrolled)	Sig. < .05	Highest to lowest attend. (by % of each category who are high attenders)	Sig. < .05	Highest to lowest compl. (by % of each category who completed the program
Social Isolation					
Most people are naturally friendly and helpful	Agree > disagree > don't know (54% - 51% - 41%)	No .3714	Agree > disagree > don't know (49% - 42% - 22%)	No .3336	Agree > don't know > disagree (45% - 38% - 36%) No .7406
A person doesn't really know whom he can count on	Disagree > agree > don't know (63% - 48% - 44%)	No .0829	Agree > disagree > don't know (47% - 46% - 33%)	No .8204	Disagree > agree > don't know (46% - 41% - 38%) No .8450
Total social iso- lation scores (categorized)	Low isolation high 5 and 6 > 1-4 (59% - 48%)	No .1443	Low isolation high (50% - 42%)	No .6863	Low isolation high (48% - 39%) No .5060

Table 13. The relation of the importance of rules and perceived well-being to the three stages of ABE participation.

BEST COPY AVAILABLE

Variable and Items	STAGE OF PARTICIPATION					
	Enrollment		Attendance		Completion	
	Highest to lowest enrol. (by % of each category who are enrolled)	Sig. < .05	Highest to lowest attend. (by % of each category who are high attenders)	Sig. < .05	Highest to lowest compl. (by % of each category who completed the program	Sig. < .05
The Importance of Rules						
There just aren't any definite rules to live by	Disagree > don't know > agree (61% - 51% - 42%)	Yes .0340	* Don't know > agree > disagree (54% - 52% - 37%)	No .4189	Disagree > don't know > agree (50% - 39% - 33%)	No .3189
Sometimes you have to break a few rules to get what you need	Disagree > don't know > agree (58% - 49% - 48%)	No .3101	* Agree > disagree > don't know (48% - 46% - 33%)	No .6706	Disagree > don't know > agree (45% - 41% - 40%)	No .9061
Perceived well-being or happiness						
How happy are you today? (very happy, pretty happy, not so happy)	Very > pretty > not so (64% - 49% - 44%)	No .0704	Very > pretty > not so (59% - 40% - 31%)	No .2088	Very > pretty > not so (54% - 43% - 12%)	Yes .0135
The future looks bright for today's children	Agree = don't know > disagree (54% - 54% - 37%)	No .2682	Agree > don't know > disagree (49% - 33% - 20%)	No .3301	Disagree > *agree > don't know (60% - 40% - 36%)	No .3211

Table 13 follows Table 12

The statistically significant relation of the "no rules to live by" item indicates that non-participants have a greater tendency towards "normalness" than do the adults enrolled in ABE. All three stages of participation had the greatest rates of participation for adults who indicated they were "very happy." In the completion stage, only however, was this relation statistically significant. Here it may well be that completion of the ABE program was a cause as well as a result of this feeling of well-being.¹⁵

6. Perceived value of education. One of the major contentions of writers describing the poor was that they place little value on education. Coleman (1966) found high educational aspirations among Negroes, but he felt that they took little action to bring about the realization of these aspirations. This issue was examined in this research by including items which measure both attitudes and behavior on the part of the adults surveyed. In addition, items were included which were designed to gain some insight into the previous educational experience of adults on the assumption that previous success, failure, or type of feelings about school would influence their readiness to again become involved in school. These items are presented in Table 14.

Table 14 on following pages

An examination of the first item of this table indicates an overwhelming value in favor of education. In the total interview sample of 335

Table 14. The relation of items reflecting the perceived value of education to the three stages of ABE participation.

BEST COPY AVAILABLE

Variable and Items	STAGE OF PARTICIPATION					
	Enrollment		Attendance		Completion	
	Highest to lowest enrol. (by % of each category who are enrolled)	Sig. < .05	Highest to lowest attend. (by % of each category who are high attenders)	Sig. < .05	Highest to lowest compl. (by % of each category who completed the program)	Sig. < .05
Perceived value of education						
Going to school is sometimes a waste of your children's time	Disagree > don't know > agree (57% - 33% - 19%)	Yes .0013	Cell frequency too small (only one person agreed)		Cell frequency too small (only 4 persons agreed)	
Number of books you have checked out of the library in the last two months	1 or more > none (76% - 47%)	Yes .0012	1 or more > none (56% - 41%)	No .4414	1 or more > none (52% - 40%)	No .4177
Number of magazines you subscribe to	1 or more > none (62% - 47%)	No .0618	1 or more > none (62% - 36%)	No .0948	1 or more > none (54% - 34%)	No .0923
Number of newspapers you subscribe to	1 or more > none (62% - 42%)	Yes .0024	1 or more > none (46% - 41%)	No .8545	1 or more > none (49% - 33%)	No .1773
Number of letters you write to your friends and relatives each month	3+ > 1-2 > none (63% - 57% - 40%)	Yes .0059	3+ > 1-2 > none (56% - 40% - 30%)	No .1646	1-2 > 3+ > none (52% - 46% - 35%)	No .3719
How much did you like your last year of public school?	gen. like > very much > passive-extreme dislike (60% - 56% - 42%)	No .1058	very much > gen. like. > passive-extreme dislike (50% - 44% - 33%)	No .6302	gen. like > very much = passive-extreme dislike (47% - 42% - 42%)	No .9227

Table 14 (continued)

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Variable and Items	STAGE OF PARTICIPATION				
	Enrollment		Attendance		Completion
	Highest to lowest enrol. (by % of each category who are enrolled)	Sig. < .05	Highest to lowest attend. (by % of each category who are high attenders)	Sig. < .05	Highest to lowest compl. (by % of each category who completed the program)
How good were your grades during your last year of school?	* Below av. > above av. > about av. (58% - 56% - 51%)	No .6651	Above av. > about av. > below av. (57% - 44% - 33%)	No .5968	Above av. > about av. > below av. (67% - 40% - 9%) Yes .0062
Highest grade com- pleted by your father	12+ > 8-11 > 0-7 (94% - 54% - 42%)	Yes .0002	0-7 * > 8+ a (62% - 47%)	No .5501	8+ > 0-7 (80% - 37%) Yes .0323
Highest grade com- pleted by your mother	12+ > 8-11 > 0-7 (69% - 62% - 42%)	Yes .0100	0-7 > 8+ (50% - 48%)	No .8634	8+ > 0-7 (56% - 40%) No .3104
Did you quit school because you had to or because you didn't like school?	Had to > didn't like (55% - 39%)	No .0692	* didn't like > had to (75% - 41%)	No .1462	* didn't like > had to (45% - 41%) No .9463

55^a It was necessary to combine the two categories (8-11 and 12+) in order to avoid small cell frequencies.

adults,¹⁶ only 27 (8%) agreed that going to school was sometimes a waste of their children's time. Of those who agreed, 17 were non-participants, 4 were current participants, and 6 had formerly participated in the program.¹⁷ Of the items measuring educationally related behaviors (library books, magazines, newspapers and letters written) significant relations were found only in the enrollment category, although all relations were in the predicted direction (lowest enrollment, attendance, and completion among those not utilizing each item). Three items were used to measure previous success or experience in the public schools (liking for school, grades, and reason for quitting). Of these, only one significant relation was found: The type of grades former participants received in the public schools was highly related to whether they completed ABE or not (with only 9% of those with below average grades completing ABE). This same item was reversed somewhat (though not significantly) in the enrollment analysis.

On the two items indicating the relation of parents' education to participation, different categories were used for enrollment.¹⁸ Nevertheless, these results indicate that this variable is especially important in the enrollment and completion stages and that father's level of education may be a better predictor of participation rates than mother's education level.

7. Other forms of participation. Two items were included in the interviews to determine how other forms of participation would be related to participation in ABE programs. It was proposed that participation elsewhere would be a good indicator of higher ABE participation rates. Table 15 lists the items utilized to examine this relation and shows that while the results generally came out as predicted, none were statistically significant.

Table 15 on following page

Table 15. The relation of other forms of participation to the three stages of ABE participation.

BEST COPY AVAILABLE

Variable and Items	STAGE OF PARTICIPATION			
	Enrollment		Attendance	Completion
	Highest to lowest enrol. (by % of each category who are enrolled)	Sig. < .05	Highest to lowest attend. (by % of each category who are high attenders)	Highest to lowest compl. (by % of each category who completed the program)
Other Participation				
How many voluntary community, political or school organiza- tions are you now participating in?	1 or more > none (61% - 50%)	No .2025	1 or more = none (45% - 45%)	1 or more > none (50% - 39%)
		No .8069		No .4834
Are you registered to vote?	yes > no (57% - 47%)	No .1626	* no > yes (48% - 44%)	yes > no (50% - 29%)
		No .9590		No .0828

8. Racial or ethnic preference. In the initial research, some ABE personnel stated that adults would often avoid classes where a predominance of racial or ethnic categories other than their own might exist. For this reason it was decided that some indication of racial or ethnic preference for classmates and teachers should be included, the assumption being that adults who disliked having classmates or teachers of a particular sex or race would be less inclined to participate in an ABE program where they would be likely to encounter such individuals. The results of this analysis are presented in Table 16.

Table 16 on following page

Again, the table indicates that all results were in the direction predicted ("no preference" having greater participation rates than "preference stated") but none of the relations were statistically significant.

Program-Related Factors

To this point, the discussion has centered on factors in the life situation or in the minds of adults which are proposed as factors related to their rates of participation. Such factors, however, do not include the impact that the ABE programs themselves (or participation in them) might have on adults. While it seems obvious that program-related variables would have their greatest impact on adults who have already enrolled, there are some aspects of the programs which could encourage or reduce rates of withdrawal. Nevertheless, items comprising this general category were analyzed only for the attendance and separation stages of participation.¹⁹ The subfactors identified for analysis in this category are as follows:

Table 16. The relation of sex on ethnic preference to the three stages of ABE participation.

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STAGE OF PARTICIPATION						
Variable and Items	Enrollment		Attendance		Completion	
	Highest to lowest enrol. (by % of each category who are enrolled)	Sig. < .05	Highest to lowest attend. (by % of each category who are high attenders)	Sig. < .05	Highest to lowest compl. (by % of each category who completed the program)	Sig. < .05
Sex or Ethnic Preference						
What kind (sex) of teacher do (would) you prefer in an ABE class?	No pref. > pref. stated (55% - 44%)	No .2025	No pref. > pref. stated (46% - 42%)	No .9352	No pref. > pref. stated (44% - 29%)	No .4126
What kind (ethnicity) of teacher do (would) you prefer in an ABE class?	No pref. > pref. stated (53% - 46%)	No .5084	No pref. > pref. stated (46% - 42%)	No .9352	No pref. > pref. stated (43% - 31%)	No .5417
What kind (ethnicity) of students do (would) you prefer in an ABE class?	No pref. > pref. stated (54% - 33%)	No .1976	Cell frequency too small (only 3 stated preference)		Cell frequency too small (only 3 stated preference)	

1. Recruitment techniques. One factor which would seem to have some impact on participation rates would be in the amount and kind of information about ABE programs that is available to eligible adults. In the survey sample of non-participants, 40.2% of the 114 adults interviewed indicated they had never heard nor read anything about ABE classes. In addition, 58.0% of this sample indicated they did not know anyone who had ever attended such classes. In addition to such awareness of ABE programs and participant acquaintance, one factor which would seem to be related in the attendance and separation stages would be that of relation to the recruiter. It would seem reasonable to propose that recruitment or urging by a personal acquaintance would be more likely to be associated with higher participation than would recruitment by some impersonal or formal contact.²⁰

2. ABE activities and friendship opportunities. Many ABE personnel interviewed indicated that adults often attend ABE because it provides opportunities for informal friendship associations. Some ABE programs, however, provide less opportunity for such associations than others and may thus discourage participation.²¹ In order to limit the length of this report, these two variables have been included together in Table 17.

Table 17 on following page

An examination of this table indicates that the two questions concerning recruitment were asked on both the questionnaire (given only to current ABE participants) and the interview samples. Since former participants were not

Table 17. The relation of recruitment techniques and ABE activities and friendship opportunities to two stages of ABE participation.

BEST COPY AVAILABLE

Variable and Items	STAGE OF PARTICIPATION			
	Enrollment		Attendance	
	Highest to lowest enrol. (by % of each category who are enrolled)	Sig. < .05	Highest to lowest attend. (by % of each category who are high attenders)	Sig. < .05
Recruitment Techniques				
How did you find out about the ABE program? (Questionnaire)			* Ad or recruiter > public agency > pers. acquaintance > other ABE student (32% - 26% - 23% - 19%)	No .1968
(Interview)			* Ad or recruiter > other ABE student > other (48% - 42% - 31%)	No .5183
Who urged or encouraged you to attend ABE? (Questionnaire)			* ABE student > impersonal relat. > family > friend (32% - 30% - 22% - 19%)	No .4451
(Interview)			* Impersonal relat. > no one > personal relation (62% - 44% - 24%)	No .0962
ABE activities and friendship opportunities				
In which type of interaction do (did) you spend most of your time in class?			Teacher-student > alone > group (51% - 36% - 27%)	No .2855
How many friends do (did) you have in your ABE class?			* None > many > few (50% - 49% - 38%)	No .6088
			Group > teacher-student > alone (54% - 39% - 36%)	No .3474
			No one > impersonal relat. > personal relat. (62% - 36% - 25%)	Yes .0069
			Ad or recruiter > other ABE student > other (60% - 25% - 18%)	Yes .0007

surveyed in the questionnaire project the results are available only for the attendance stage. The results of this analysis show that, contrary to prediction, highest rates of attendance and completion were found among adults who were recruited or urged to attend by an impersonal relation, or who on their own decided to enroll. This finding may be related to the tendency of upper income and occupation categories to have higher socioeconomic groups find out about ABE through more formalized channels (advertising, etc.) and decide on their own to attend²² (as well as a possibly greater ability to attend).

The item on friendship showed no statistically significant relationship in the attendance stage, but was highly predictive of completion. Adults with many friends in the program were more likely to complete it (only 17% of those with no friends completed the program).

3. Perceived achievement or satisfaction. As with any program, if expectations are not met, continued participation would seem unlikely. Likewise, if adults perceive little achievement in the program, they are not likely to continue. Table 18 presents an analysis of these proposed relations.

Table 18 on following page

While none of the items presented in this table were statistically significant in the attendance category all but one demonstrated statistical significance in the predicted direction in the completion stage of analysis. These results provide evidence that completion of the program is related to the satisfaction adults feel with regard to their progress and achievement.

A major set of factors included in this section was that of teacher characteristics and attitudes. Jones (1971 : 18) stresses the importance of such factors and states that "...success depends primarily upon the attitudes,

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Table 18. The relation of perceived achievement and satisfaction with progress to two stages of ABE participation.

Variable and Items	STAGE OF PARTICIPATION					
	Enrollment		Attendance		Completion	
	Highest to lowest enrol. (by % of each category who are enrolled)	Sig. <.05	Highest to lowest/attend. (by % of each category who are high attenders)	Sig. <.05	Highest to lowest compl. (by % of each category who completed the program)	Sig. <.05
Perceived Achievement and Satisfaction with Progress						
How satisfied are you with your progress in ABE?			Very > satis-disatis. (56% - 33%)	No .1074	Very > satis-disatis. (52% - 30%)	Yes .0439
How well do you do in ABE compared to other students?			* Worse > better > same (62% - 50% - 35%)	No .2221	Better > same > worse (55% - 47% - 17%)	Yes .0374
How much has your ABE class helped you?			Great deal > some-none (45% - 44%)	No .8466	Great deal > some-none (53% - 26%)	Yes .0158
In what ways has your ABE class helped you?			Acad. skills > pers. improvement (45% - 39%)	No .4790	Pers. impr. > job or econ. acad. skills (75% - 57% - 27%)	Yes .0032
Has ABE helped you more, less, or about as much as expected?			* Less or as exp. > more (47% - 44%)	No .9617	More > less or as exp. (49% - 39%)	No .4591

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the knowledge, and skills of the teachers. Warm, empathetic, dedicated teachers have no substitute in adult education." Such teacher-related factors which were added to the list of program factors are:

4. Biographical characteristics. The primary concern here is whether such things as the age, sex, ethnicity, marital status, and education and social class background of teachers are related to rates of attendance. The only prior expectation from this set of variables was that teachers of similar backgrounds to the adults they are teaching might be better able to empathize and relate to their students and thus would experience greater rates of participation.²³

Except for data on the age, sex, and ethnicity of teachers, the research activities of this project did not include collecting information on the teachers of former participants (since many of such teachers would no longer be teaching ABE). For this reason the only data for which a comparison of the attendance and completion results is possible is on age, sex, and ethnicity of ABE teachers. All subsequent teacher data must necessarily be limited to an analysis of their relation to rates of attendance. Table 19 presents the data on teacher age, sex, and ethnicity.

Table 19 on following page

The only item indicating a significant relation to ABE participation in this table was the ethnicity of the teacher. The sequence of results in the attendance phase, however, is not the same as the one found for completion. Black teachers had the highest attendance while Anglo teachers had the greatest percent of completion. Before concluding that any particular ethnic category is better able to encourage attendance or completion, it is important to realize that teachers are most likely to have a predominance of adults of their own

Table 19. The relation of teacher age, sex, and ethnicity of two stages of ABE participation.

BEST COPY AVAILABLE

Variable and Items	STAGE OF PARTICIPATION			
	Enrollment		Attendance ^a	
	Highest to lowest enrol. (by % of each category who are enrolled)	Sig. < .05	Highest to lowest attend. (by % of each category who are high attenders)	Sig. < .05
Biographical characteristics of Teachers				
Age			31-45 > 46+ > up to 30 (55% - 54% - 29%)	No .0967
Sex			Female > male (50% - 38%)	No .4914
Ethnicity			Black > Anglo > Mex. Am. (67% - 38% - 25%)	Yes .0219
			Highest to lowest compl. (by % of each category who completed the program)	Sig. < .05
			31-45 > 46+ > up to 30 (50% - 36% - 33%)	No .3626
			Female > male (43% - 42%)	No .9334
			Anglo > Mex. Am. > Black (61% - 35% - 29%)	Yes .0338

^a The attendance data for these three items were taken from the teacher interviews rather than from the current student interview forms (no such questions were asked of current participants).

ethnic group. Thus, these rates may be more a reflection of ABE student traits than of teacher characteristics. This possibility may be examined by reviewing briefly the relation of certain biographical characteristics of adults. The data are presented in Table 20.

Table 20 on following page

While only the data on marital status show statistically significant relationships (on enrollment and completion),²⁴ certain other features of the table are important. The ethnic sequence in the completion category is identical to that of ABE teachers and the sequence for attendance has only Blacks and Anglos in reverse order. Nevertheless, the percentage differences for these two groups on the student data are small. Thus, additional support is provided that the ethnicity of students may be behind the differences in participation rates of the three ethnic categories of teachers.

The remainder of the data on teachers, as indicated earlier, was only analyzed as it related to attendance. The attendance scores were computed for each teacher by adding up the total student hours present and the total number of hours all students in each teacher's class were absent. From these two totals it was possible to determine a total score which represented the percent attendance of all students taught by each teacher.

In addition to presenting only attendance information, the following tables differ from the preceding ones in another important way: They will be based on Analysis of Variance statistical procedures rather than the Pearson's Chi-square data utilized so far. Nevertheless, the only important change for the reader will be that the results presented will show the average or mean percent attendance for each category rather than indicating what percent of

Table 20. The relation of selected demographic or biographical characteristics of adults to the three stages of ABE participation.

BEST COPY AVAILABLE

Variable and Items	STAGE OF PARTICIPATION			
	Enrollment:		Attendance	
	Highest to lowest enrol. (by % of each category who are enrolled)	Highest to lowest attend. (by % of each category who are high attenders ^a)	Highest to lowest compl. (by % of each category who completed the program)	Completion
Demographic variables				
Ethnicity	Mex. Am. > Black > Anglo (56% - 55% - 42%)	No .1428	Anglo > Black > Mex. Am. (54% - 48% - 38%)	No .6021
Age	16-30 > 31-45 > 46+ (56% - 54% - 44%)	No .2680	46+ > 16-30 > 31-45 (54% - 41% - 36%)	No .4495
Program location	Rural > urban type (53% - 51%)	No .8803	Rural > urban type (52% - 40%)	No .4525
Last grade completed	8-11 > 0-7 (56% - 49%)	No .4414	0-7 > 8-11 (53% - 39%)	No .3548
Sex	Male > Female (56% - 49%)	No .4097	Male > Female (28% - 26%)	No .5364
Marital status	Single > Mar. > Was mar. (65% - 54% - 36%)	Yes .0111	Was mar. > Single > Mar. (30% - 27% - 25%)	No .5661

^a High attenders are adults who had more than 100 hours of attendance and who attended at least 85% of the time.

^b There were only 5 single adults in the former participant sample, none of whom had completed the program.

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each category are high attenders. This alteration may be illustrated best by presenting Table 21 which shows how other biographical characteristics of teachers are related to the attendance of their students.

Table 21. The relation of certain biographical characteristics of ABE teachers to the percent attendance of their students.

Variable and Items	Highest to lowest attendance (Average % attendance)	Significance less than .05
Biographical characteristics		
Marital status	married > was mar. > single (75% - 74% - 73%)	No
Number of children	1 or 2 = 3 or more > none (76% - 76% - 72%)	No
Last grade completed by father	12+ > 8 thru 11 > 0 thru 7 (71% - 70% - 69%)	No
Last grade completed by mother	12+ > 0 thru 7 > 8 thru 11 (72% - 68% - 66%)	No
Occupational status (S.E.I.) of father	High (34-99) = Low (1-33) (70% - 70%)	No

The reader will see that the type of data provided in this table are similar to that presented in the preceding tables. The % figures, however, show the average % attendance of teachers of each of the categories listed. Married teachers, for example, had students who averaged 75% attendance while the students of single teachers averaged 73% attendance. The exact significance scores were not available for this data, but it is possible to indicate whether the results are significant at the .05 level. When they are significant at a smaller decimal level (.01, .001, etc.), such information will be indicated.

5. Training and professional qualifications. The items under this variable were included in order to examine whether teachers who have the general "professional" qualifications have higher rates of participation. Included here are the highest degree received, certification, level and amount of other teaching experience, G.P.A. in college, ability to speak Spanish, years of ABE experience, amount of ABE training, and training in teaching English as a second language. The analysis of these items is presented in Table 22.

Table 22. The relation of training and professional qualifications of ABE teachers to the percent attendance of their students.

Variable and Items	Highest to lowest attendance (Average % attendance)	Significance less than .05
Training and professional qualifications	* No BA > MA + > BA & 10+ hrs > BA (73% - 77% - 75% - 70%)	<u>Yes</u>
Highest degree completed		
Possession of teaching certificate	Not certified* > certified (72% - 62%)	<u>Yes</u> (less than .01)
Years of all teaching experience	6 years + > 1 thru 5 years (75% - 73%)	No
Years of ABE teaching experience	5 years + > 2-4 > up to 2 (76% - 75% - 72%)	No
Other employment	None > other*not teaching > other teaching (81% - 78% - 72%)	<u>Yes</u> (less than .01)
Spanish-speaking ability	None > have* ability (73% - 66%)	<u>Yes</u> (less than .01)
Total clock hours of ABE-related training	18+ = 13-18 > 0-12 (77% - 77% - 75%)	No

An examination of the data presented in Table 22 reveals a rather important finding: Teachers who lack the general professional features of public school teachers have rates of attendance significantly higher than those who have such credentials. Three of the significant items show highest attendance in the classes of teachers who are not certified, who have not completed a college degree, and who are not employed as public school teachers in addition to their employment in ABE.

Several explanations of this finding were proposed.²⁵ First, it was considered possible that the 100% attendance figures of learning centers (where no absences are possible) might be responsible (if learning center teachers tended to be drawn from non-public school ranks). When such teachers were eliminated from the analysis,²⁶ however, the same significant results were obtained. A second explanation proposed that teachers who do not have all the "trappings" of professionalism would not have such a great difference from their students in socio-economic status and may be better able to relate to them (as well as a possible greater acceptance by their students). A third possibility, though no direct evidence was found to support it, is that such teachers may be reporting attendance differently from the public school teachers (who are already familiar with attendance reporting techniques). A fourth possibility is that such teachers, because of their level of professional qualifications, are assigned to categories of students who are high-attenders. At present, however, these data are not sufficient to specify the cause of such differences in attendance rates and additional research will be needed to more precisely identify the factors responsible.

The finding that teachers who speak Spanish have significantly lower rates of attendance than those who do not was also contrary to prediction. It was assumed that such teachers would be better able to work with the Spanish-

speaking students in ABE (which are found, in varying proportions throughout the State²⁷) and would thus encourage greater rates of attendance. The probable source of this result is the lower rates of attendance in the classes of Mexican-American teachers (64% average attendance). These teachers have significant numbers of migrant farm workers in their classes who are often unable to attend because of their occupational requirements. This factor emphasizes that certain categories of teachers are not necessarily poor teachers if their rates of attendance are lower than others. This research indicates that a wide variety of indirect factors may account for such variations.

6. Methods of instruction used in ABE. ABE classes throughout the State are not uniform in the methods of classroom presentation. Some teachers use the standard lecture method; others prefer to work with small groups in the class; still others orient their instruction to a one-to-one presentation and rely on programmed materials. In addition, there is some difference of opinion as to whether adults should be given work to do at home. The interview survey of teachers was designed to measure these variables and to examine which methods are related to higher levels of ABE attendance. The results of the analysis on these variables are presented in Table 23.

Table 23 on following page

The only significant result found in Table 23 is that teachers of smaller classes have higher rates of attendance than do those who teach larger classes. A likely explanation for this finding would be that teachers with fewer students are able to devote more attention to each student and may thus

encourage higher participation (a high percent of students indicated that they desired more of the teacher-student interaction).

Table 23. The relation of methods of instruction used by ABE teachers to the percent attendance of their students.

Variable and Items	Highest to lowest attendance (average % attendance)	Significance less than .05
Instructional Items		
% of time you spend working with individuals	30-59% > 60-100% > 0-29% (72% - 70% - 69%)	No
How restricted do you feel in being able to innovate?	Not restrict. > very-somewhat (70% - 69%)	No
How often do you give your students homework:	Occasionally > often = never (70% - 68% - 68%)	No
Size of your ABE class? (Questionnaire)	1-15 > 16-20 > 21+ (78% - 76% - 70%)	<u>Yes</u> (less than .01)
About what percent of your ABE materials are designed specifically for adults?	0-59% = 60-89% > 90-100% (72% - 72% - 67%)	No

The item on % of time spent with individual students showed a significant relation ($<.01$) to attendance when learning centers were not excluded from the analysis. The results presented in Table 23, however, show the relation found when learning centers are not considered. This was done because learning centers utilize individualized instruction and their 100% attendance scores unnecessarily bias the results.

7. Teachers' evaluation of ABE. ABE teachers often reported that their enjoyment of teaching adults was greater than the satisfaction they got from teaching in public schools. It would seem

that variations in this factor could be related to changes in participation rates. In addition, other evaluation variables identified include:

- a. How restricted a teacher feels in being able to innovate or use his/her own ideas
- b. How much economic benefit an adult will receive from ABE
- c. What problems a teacher feels are associated with teaching ABE

These variables are presented in Table 24.

Table 24. The relation of each teacher's evaluation of ABE to the percent attendance of their students.

Variable and Items	Highest to lowest attendance (average % attendance)	Significance less than .05
Teacher's evaluation of ABE		
How much of the time do you enjoy teaching ABE?	always > generally-seldom (70% - 69%)	No
How does your enjoyment of teaching ABE compare with public school teaching?	more to much less > much more enjoyable (71% - 70%)	No
What % of adults who faithfully attend ABE for 1 year will receive direct economic benefit?	80% + > up to 49% = 50-79% (71% - 69% - 69%)	No
What are the biggest problems faced by ABE teachers?	participation > other (70% - 69%)	No

As Table 24 illustrates, differences in categories in these items are slight and thus cannot be accepted in this research as factors related to ABE participation.

8. Teacher-student relations variables. In discussions with various experienced ABE administrators concerning what constituted a "good ABE teacher," one factor that seemed to emerge was that the teacher should be able to empathize with his/her students. These same administrators said that teachers who could not keep students in their classes often seemed to "paternalize" the students. While it was difficult to get a precise definition of what exactly was meant by this term, some specific behaviors were mentioned which were suggested as examples of paternalism. Some of these were included as items in the interview schedule. They are as follows:

- a) Forcing adults to do assigned work
- b) Not taking a student's word for absences, etc.
- c) Permitting or engaging in gossip about one's students
- d) Getting involved with students in their personal problems
- e) Using "off-color" jokes and expressions in class

Table 25 shows how such items are related to attendance.

Table 25 on following page

All but one of the relations analyzed in Table 25 had slight differences in response categories and were not statistically significant. The single significant result showed that very low rates of attendance were found for teachers who attempt to become involved in the personal lives of their ABE students.

Table 25. The relation of teacher-student relations variables to the percent attendance of the teacher's ABE class.

Variable and Items	Highest to lowest attendance (average % attendance)	Significance Less than .05
Teacher-student relations What should you do if a student won't do the work you assign?	Let him do what he wants = get him to do assigned work = other (70% - 70% - 70%)	No
What should you do if you suspect a student is not telling you the truth about reasons for absence?	Take his word > probe for real reason > other (73% - 69% - 63%)	No <.10 but >.05
What should you do if another ABE teacher tells you unnecessary gossip about your student?	Think it's no problem > think it's not a serious problem = think you should try to stop it (71% - 69% - 69%)	No
When should you help students with personal problems?	Discourage discussion of personal problems > only when they volunteer > actively encourage discussion (76% - 71% - 57%)	<u>Yes</u> (less than .01)
How would your students feel about a teacher using "off-color" jokes or expressions?	not care or like it > dislike (71% - 69%)	No

9. Culture of poverty beliefs. Related to the above discussion of paternalism is the adherence manifested by teachers to beliefs about the poor. A teacher's beliefs that his/her students are prone to fatalism, not deferring gratification, lacking of educational aspirations, etc. could conceivably affect their relation, and hence, the participation of their adult students. For the most part, items for this portion of the interview schedule

were adapted from literature related to the culture of poverty debate.²⁸ Items were selected to measure acceptance or rejection (and the extent of such) of allegations that the poor (or lower class individuals):

- a. feel driven by fate
- b. have little ability to defer gratification
- c. accept but do not live by middle-class values
- d. believe in male dominance
- e. fail to see education as a means of social mobility
- f. are basically happy in their condition
- g. are to blame for their own poverty and discrimination against them
- h. experience a great deal of failure in their family life

In addition, two items were included to measure beliefs concerning Mexican-Americans and Blacks. Essentially, these items alleged that:

- i. Negro children have no "successful" male models
- j. Mexican-American children are alingual

Finally, teachers were asked to indicate (by percentage scores) their evaluation of sources of poverty (structural factors vs. cultural factors vs. personal failure). It was proposed at the beginning of this research that teachers who accepted these beliefs concerning the poor would offend or patern-
alize their students and thus have lower rates of attendance. In addition, it was assumed that teachers who tended to blame poverty on the culture of the poor or on the poor themselves (personal failure) would have lower rates of attendance than those who felt that poverty was primarily due to economic or structural factors. Table 26 shows the results of the analysis of the composite item analyses.²⁹

Table 26. The relation of ABE teachers' acceptance of beliefs concerning the causes of poverty to the percent attendance of their ABE students.

Variable and Items	Highest to lowest attendance (average % attendance)	Significance less than .05
Acceptance of beliefs concerning the cause of poverty		
Combined Likert item (Agree, Don't know, Disagree) Score total	High acceptance > medium > low (73% - 68% - 66%)	No ($\leq .01$ but $\geq .05$)
Combined percentage scores (% of poor to whom statement applies) on degree of acceptance	medium acceptance > low > high (76% - 69% - 65%)	No
Percent of poverty due to structural or economic causes	51% + > 0-25% > 26-50% (72% - 70% - 69%)	No
Percent of poverty due to cultural factors	21-45% > 0-19% > 45% + (72% - 69% - 67%)	No
Percent of poverty due to personal failure	0-19% = 31% + > 20-30% (72% - 72% - 66%)	No

Although none of these variables showed a significant relation to attendance,³⁰ it should be noted that the direction of results did not come out as predicted. The highest levels of attendance were found for teachers who tended to agree with the statements concerning the poor. Taken one item at a time, two Likert items were found to be significantly related (at the .05 level) to attendance. These were:

"The poor have little ability to defer gratification or to plan for the future."

"The lower-class Negro child entering school often has had no experience with a 'successful' male model."

On both of these items, teachers who agreed had significantly greater rates of attendance than did teachers who disagreed. It would seem desirable to survey a larger sample of ABE teachers to see if the direction encountered here would have a statistically significant relation to attendance with a larger number of teachers on which to base the data.³¹

10. Dogmatism and prejudice. Jones (1971 : 9) states that

"prejudice has a relatively minor direct effect on adult education since deeply prejudiced teachers rarely enter or continue where the objects of their dislike are present. If they do appear, the students disappear, using their voluntary option to escape a heinous situation".

For the reason indicated by Jones and because it is difficult to measure prejudice directly among teachers, it was decided to use an indirect measure of prejudice and at the same time tap another possible attitude set, i.e. that of dogmatism. The dogmatism scale utilized for this research was a 25 item short-form scale developed by Troidahl and Powell (1965). It was hypothesized in this report that as the level of dogmatism increases, levels or rates of ABE participation would decline. The analysis of the combined item scores were conducted using Pearson's correlation coefficient analysis. This technique revealed a significance figure of only .2920 (correlation coefficient = -.0726); a lack of statistical significance even though the results were in the direction predicted. Thus, there is no basis for concluding that teachers who are measured as highly dogmatic have lower attendance rates than those who score low on this variable.

As has been mentioned throughout this section on teacher variables, the number of statistically significant relations fails to give much support

to the factors proposed as costs or benefits of ABE participation. This outcome may be largely due to the low number of teachers for whom attendance was reported (72 teachers in the interview sample). Since, in most cases, the direction of the results was as predicted (with the notable exception of acceptance of culture of poverty beliefs), these variables can be only partially accepted.

The Relation of Ethnicity to ABE Participation

Throughout the section reporting the relation of the proposed factors to participation, the discussion has, for the most part, failed to demonstrate how the various factors identified related to the participation rates of each ethnic group. While much of the data does not permit an extensive analysis by ethnicity,³² it was possible to obtain some limited information regarding this variable.

In the discussion of some preliminary findings of this report, figures showing the under-representation of Anglos were presented. Table 20 also presented findings on how attendance and completion status vary by ethnicity. In the final days of the production of this report, data from T.E.A. became available which also showed how attendance varies by ethnicity.³³ These data allow for the analysis of attendance either including or excluding learning centers. When learning centers are included, the average attendance breakdown is as follows (signif. < .001): Anglos 87%, Mexican-Americans 79% and Blacks 78%. Excluding learning center participants gives the following sequence (signif. < .05): Anglos 76%, Blacks 74% and Mexican-Americans 73%. This latter sequence, it may be noted, is the same as the one found in Table 20. These data also show that Anglos have a much larger percentage of their participants attending learning centers than do either of the other two ethnic groups (Anglos 33%, Mexican-Americans 20% and Blacks 16%). Another finding illustrated by

these data is that while Anglos have a higher percent attendance, they are in the program less time than either of the other two ethnic groups. Only 35% of Anglos, for example, were in the program for more than 50 hours while 59% of Blacks and 48% of Mexican-Americans were in for that much time (signif. < .0001). This indicates that Anglo adults (whose median level of education is higher) may be completing the program in less time than either Blacks or Mexican-Americans. This could also help explain their higher rates of attendance. It would seem to follow that adults who need less time to complete the program would have greater motivation to have high percent attendance for the short time they are in than would adults who must participate for a more extended time.

It will be remembered that significant relations were found in the enrollment stage for many of the attitude variables proposed. If the totals for the attitude sets are computed, average attitude scores can be determined and these averages can be shown for each ethnic group in relation to enrollment status. The data on mastery of environment presented in Table 27 will illustrate this procedure.

Table 27. Average (mean) mastery of environment total item scores by enrollment status and ethnicity

Ethnic Status	Enrollment Status	
	Enrolled	Not enrolled
Mexican-American	N = 54 $\bar{X}$ = 21.963	N = 42 $\bar{X}$ = 17.452
Black	31 23.000	43 19.651
Anglo	33 23.970	27 23.148
Total	125 22.632	117 20.068

F=12.189

Significance < .001

In each cell of Table 27 are two figures. The first (represented by N) is the total number of adults falling in each cell category. The second ($\bar{X}$) is the mean or average attitude score for adults of that category. The column total mean scores (22.632 and 20.068) show the extent to which each enrollment group perceives control or mastery of its environment (with enrolled showing greater perceived control than not enrolled). The difference between these two scores was great enough to show a significance value of less than .001.

It is possible to use the figures presented in Table 27 to graphically portray how the ethnic groups within each category score on the items.

Figure 4 presents this information.

Figure 4: A graphical presentation of the Average Mastery of Environment total item scores by enrollment status and ethnicity.

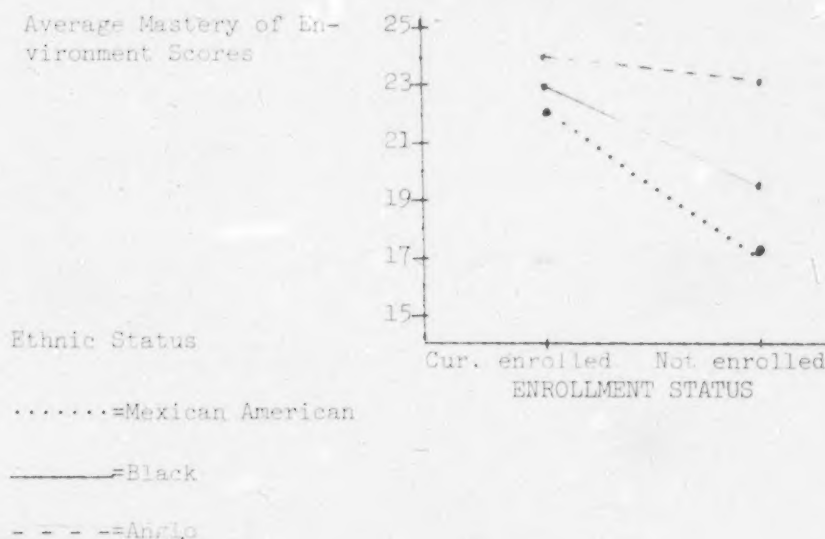


Figure 4 graphically shows how the average mastery of environment score differences vary by ethnicity. The greatest differences between enrolled and not enrolled were found for Mexican Americans while Anglos showed the least

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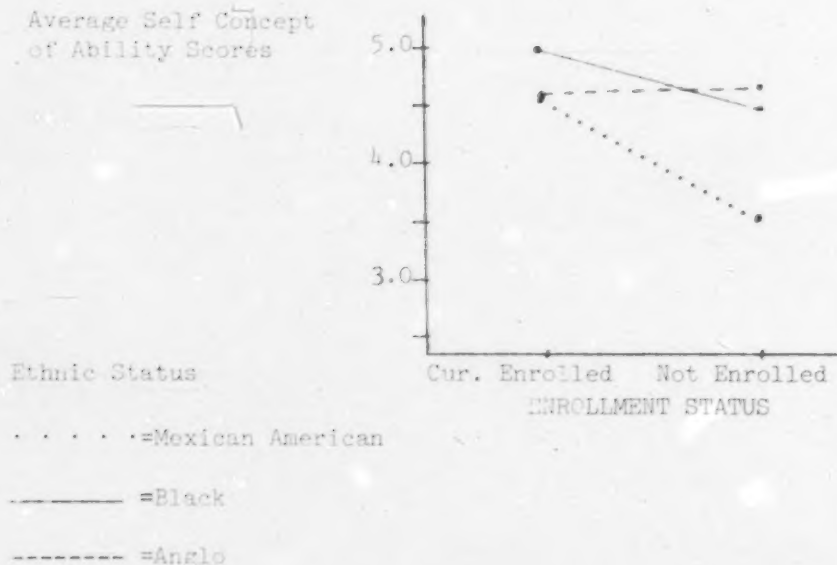
difference (as well as the highest perceived mastery scores). These data suggest that a low degree of perceived mastery of one's environment constitutes a greater obstacle or barrier for the ABE participation of Mexican Americans and Blacks than it does for Anglos.³⁴

The two items used to measure self concept of ability were also combined into a total score and the mean scores were examined in relation to enrollment status and ethnicity. These data are presented in Table 28.

Table 28: Average self-concept of ability total item scores by enrollment status and ethnicity.

Ethnic Status	ENROLLMENT STATUS	
	Enrolled	Not enrolled
	N=54	42
Mexican American	X=4.556	3.571
	31	43
Black	4.968	4.488
	33	27
Anglo	4.576	4.630
	125	117
Total	4.468	4.256

Average Self Concept
of Ability Scores

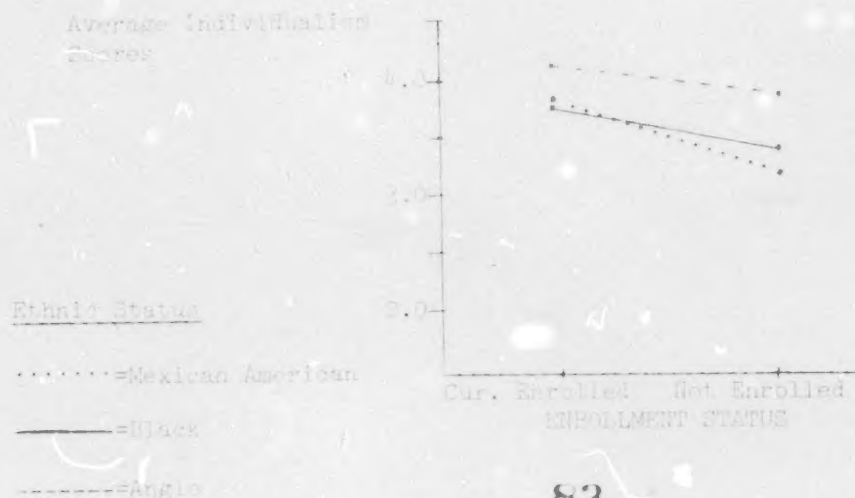


The results of these analyses indicate that Mexican-Americans in both categories have the lowest self concept of ability as to educational effort.³⁵ Mexican Americans also showed the greatest difference between the two participant categories. Anglo non-participants on the other hand, evidenced a slightly higher mean score than did participants of the same ethnic category. As was the case with the mastery of environmental data, it appears that this variable might constitute a hinderance to the enrollment of minorities, but not of Anglos.

Similar findings were encountered in the analysis of the extent of individualism and collectivism among participants and non-participants. These data are presented in Table 29.

Table 29: Average individualistic-collectivistic total item scores by enrollment status and ethnicity.

Ethnic Status	ENROLLMENT STATUS	
	Enrolled	Not Enrolled
	N=54	42
Mexican American	X=3.833	3.100
	31	43
Black	3.774	3.442
	23	27
Anglo	4.152	3.889
	125	117
Total	3.904	3.513
	Significance < .05	



As these data indicate, Mexican-Americans again show the greatest differences between participants and non-participants in the level of individualism. Anglos are again shown to have higher scores of individualism than either of the other two ethnic groups. Thus, the data lend support to the proposition that the individualistic-collectivistic orientation is related to enrollment.³⁶

While such data may shed some light on possible factors that hinder adults (and especially minority adults) from enrolling in ABE, they only compound the problem of trying to explain why minorities are "over represented" in ABE programs. If these obstacles (and many others encountered in this research)³⁷ pose greater hinderances for minorities than they do for Anglo adults, why are Anglos not enrolled in the program in greater proportions than they currently are? Several explanations are suggested by the data analyzed in this research. While it is not practical to present a detailed analysis of the data at this point, a summary of some of the finding should shed some light on this question. The following list presents some of the possible explanations identified by this research:

1. The primary factor suggested is that Anglo adults of low educational status do not value or perceive a need for education to the extent that minority adults do.³⁸ They, more than Blacks and Mexican Americans, thought school was sometimes a waste of childrens' time. Minorities tended to see ABE as a means of improving their occupational status³⁹ while personal improvement (in such things as improved self confidence and ability to express oneself) seemed to be the major motivation of Anglos. In addition, the finding that "being too tired" was as significant obstacle for Anglos but not for

minority adults suggests a lower commitment to educational improvement on the part of Anglos.

2. There was some evidence from the research project which indicated a hesitancy on the part of Anglos to attend classes in which the teacher or the other students were Blacks or Mexican Americans; Anglos, for example, were the only ethnic category for which a significant relation was found between enrollment and preference for a particular ethnic status of the teacher. In addition, Anglos seemed to be embarrassed for their friends to know they were attending ABE: not just because of a fear of showing their lack of education, but also a fear of what their friends (or employers) would think of them going to a program which, in many peoples' minds, is for the illiterate and ethnic minorities.⁴⁰

3. A third major factor which may explain the lower rates of Anglo enrollment in ABE is the restricted availability of the G.E.D. or high school equivalency offering. The Federal regulations governing the use of ABE funds have, since 1971, stipulated that such funds be used for "basic" education (or education through an eight grade equivalent). Nevertheless, a great many programs throughout the state have offered the more advanced G.E.D. training.⁴¹ The Federal regulations, however, have had the effect of not permitting any advertisement of the availability of G.E.D. instruction.⁴² This situation could reduce Anglo enrollment in two ways: First, Anglo adults would probably have the greatest proportion of their enrollment in G.E.D. programs since they have a higher median level

of education than either of the other two ethnic categories.

Second, Anglos are more often recruited into the program by more impersonal means (such as advertising or radio announcements) than are Mexican Americans or Blacks.

Eliminating the possibility of offering or advertising G.E.D. instruction, then, would probably reduce Anglo enrollment more than it would for Blacks or Mexican Americans.⁴³

While there are probably many factors which would help explain the comparatively low rates of enrollment of Anglos, the three suggested above are considered in this report to be the most important.

VI. CONCLUSIONS AND IMPLICATIONS

The data produced by this research project have identified many factors which were found to be related to variations in the rates of ABE enrollment, attendance and completion. In addition, some data have been produced to show how these relationships vary from one ethnic category to another. The data also suggest many implications for efforts designed to increase ABE participation. These conclusions and implications are enumerated together in the following section.

1. Factors affecting the participation of adults in ABE programs are often the same for each stage of participation (enrollment, attendance and separation). Thus, efforts to increase participation might best be conducted during all stages of program participation.
2. Significant relations were found for variables comprising each of the three factors (structural, cultural and program).

It is suggested that these factors be further developed in subsequent research and that the list of variables comprising each be further added to or modified.

3. Within each factor are variables which either hinder or promote participation. Some such variables may act to promote participation while others may only hinder participation. Still others may exert both a positive and a negative influence. The implications of this are that, where possible, hinderances should be turned into factors which facilitate or even encourage participation as opposed to simply attempting to minimize their influence.
4. Some of the data presented in this report required rather great differences to show a statistically significant relationship to the measures of participation. While an obvious implication of this is that future research projects on this subject utilize larger samples, the conclusion also indicates that relationships in this research which did not make the .05 confidence level should not necessarily be rejected or considered unimportant. Further research might establish their importance and they should be kept in mind as possible factors.
5. The data collected in this research have some limitations⁴⁴ which make it necessary to reemphasize that the results of this research are tentative findings. The project was designed as an exploratory search for participation-related variables and does not have the methodological

rigor to be considered a sufficient test of the relation of these variables to participation.

6. Most of the variables and items tested in this research showed results in the direction predicted. Of those which were opposite of the predicted direction, comparatively few were statistically significant. Those which did manifest statistically significant relations in the direction opposite of that predicted were income, occupational prestige rating, employment status, method of recruitment, spouse's level of education, stated desire to qualify for a job training program, and teacher credentials. With the exception of the teacher credentials variables, all appear to be related to one general tendency: Higher socioeconomic categories show the highest rates of participation in ABE rather than the lower socioeconomic groups as was predicted.⁴⁵ Thus, those adults who have higher income and occupational prestige ratings, who are employed, who become aware of the program through more formal channels, whose spouses have higher education levels, and who do not feel a need to be trained for an occupation (possibly because they already hold satisfactory jobs) show the highest rates of participation. The implications of this are that if ABE is to be used to raise the socioeconomic level or opportunities of lower class adults, greater efforts must be made to recruit and retain such adults in the program.
7. Some of the hinderances identified in this research can be alleviated with relatively small resource investments

while others will require much greater efforts to bring about any appreciable change. Providing for the care of children and transportation, for example, would not be as difficult to accomplish as attempting to change attitudes concerning mastery of one's environment.

What seems to be needed for policy-making is a comprehensive investigation of the relative effect of these obstacles (as well as the inducements) so that efforts to maximize participation can be made on the basis of an assessment of the importance of various factors as well as some indication of the investment needed to bring about an appreciable change.

8. Many adults are participating in ABE for reasons other than occupational or income related purposes. A relatively small percentage of adults surveyed in the questionnaire project reported participating for reasons related to occupational or economic improvement. Some of the major reasons indicated were "just to get an education," personal improvement, improvement of social relations and acquisition of particular skills or knowledge. For this reason it does not seem appropriate to evaluate the effectiveness of ABE solely in terms of economic or occupational criteria. Neither does it seem appropriate to say that adults who have dropped out of the program before receiving some certificate, etc. have "failed." Success or failure must be relative to the goals which adults themselves set. As they enroll in the program

(and periodically thereafter) it would be well to determine what is wanted and orient instruction especially to those ends rather than limiting instruction to some externally predetermined objectives.

9. Much of the literature concerning the poor (and especially the ethnic minority poor) have alleged that people in poverty do not place much value on education. Data from this research, however, indicate that such is not the case, especially in the case of ethnic minority adults. The difference in values may not lie in the extent of value placed on education but rather on the purposes for which it is desired and the ability to pursue it. Among the poor, participation in ABE programs may be as important for its social and friendship opportunities as it is for obtaining skills and certificates. In addition, the poor and ethnic minorities may find such participation difficult or impossible even though they desire it.
10. ABE teachers who lack the qualifications and credentials traditionally assumed necessary in the public schools may be better able to attract and hold ABE students. While this does not indicate that they are necessarily better teachers, it does imply a need to investigate and possibly reconsider the qualifications of ABE teachers.
11. Variables found related to enrollment were spread fairly evenly among the situational and dispositional factors. Completion, however, seemed to be most highly related to dispositional factors (no significant relationships were

found in the completion analysis to situational inducement items). One variable which seemed to stand out in the completion stage (although it seemed to have little relation in the other two stages) was previous success in the public schools. It seems that adults who previously did poorly in the public schools are likely to drop out of ABE prior to completing it. If dropping out is again perceived as failure, the negative attitudes of former participants may be increased rather than reduced by ABE participation. An implication of this might be that success or failure should not be linked to program completion. If ABE objectives are broken down into a number of more easily obtainable objectives then participants could be encouraged by the successful completion of short term objectives as well as not having to leave the program feeling a sense of failure.

12. ABE has succeeded in recruiting fairly large proportionate numbers of ethnic minority adults into the program. The attendance and completion rates of minority adults, however, are below those of Anglos. It appears that minority adults have a greater number of obstacles to overcome to be able to participate in the program than do Anglos. Once enrolled in the program, however, these obstacles continue to make participation difficult and thus reduce the rates of attendance and completion of minorities.
13. The reasons for participating in ABE do vary somewhat by ethnicity. In general, minority adults are in need of more basic skills (literacy and English as a second

language) while Anglos are interested primarily in obtaining a G.E.D. or high school equivalency certificate. A larger proportion of Anglo adults could probably be recruited by opening the program to instruction through a grade twelve equivalent.⁴⁶

14. Although there are factors and variables common to most ABE programs, each area and community have unique circumstances and factors which affect ABE participation in their local programs. By utilizing some of the techniques and results of this and subsequent research, it should be possible to make available to each program a means to thoroughly investigate the local needs and obstacles of the local client population. This should facilitate designing programs and instruction to increase the enrollment, attendance, and goal completion of adults in each program.
15. Adult students surveyed indicated a wide range of reasons for participating in ABE and a considerable variation in the type of classroom interaction preferred. For this reason it would seem advisable to offer (where possible) a variety of instructional procedures. Some adults prefer to "get in and get out" and are very much task oriented. A learning center environment and programmed instruction might be the best means for accomplishing such needs and objectives. On the other hand, many adults who enroll indicate a desire for group interaction and opportunity to work with other adults. In such cases giving the

student a tape recorder and a filmstrip would probably result in lower participation and achievement.

VII. THE EFFECT OF PARTICIPATION ON ALIENATION AND EDUCATION-RELATED BEHAVIORS

Another aspect of this research project was an attempt to assess the effect of ABE on certain attitudes and behaviors of the participating adults. The attitude items used here were selected from a group of already developed alienation scales. These items were designed to tap whether or not the adult feels control over his life, feels socially isolated and/or feels he is without norms to guide behavior (These same items were used in other parts of this study). Behavioral items were chosen by asking counselors and teachers of ABE what they perceived as good measures of behavioral change outside the classroom. For this selection, it was deemed important to choose behaviors which might reflect the transference of skills (educational, social, etc.) from the ABE classroom out to the adult's real life situation.

As mentioned earlier, the data for this study were collected in two ways: (1) questionnaires were sent out in the mail, and (2) intensive interviews were conducted.

To assess behavioral and attitudinal "change," a second questionnaire was sent (4-8 months after the first) to all ABE students that had completed and returned the first mail-out survey. This "change" measure was used in conjunction with information collected from the other parts of study to help evaluate ABE effects.

Basically three pieces of information were used to evaluate ABE's effect: (1) the first mail-out questionnaire (pretest) provided information concerning the adult's length of participation in ABE along with responses to the attitude and behavior items. It was reasoned that if adults (who had been in the

Program longer) were less alienated and exhibited more of the examined behaviors than adults who had been in the program a short time, this would provide some evidence that ABE effects behaviors and attitudes; (2) with the return of the second mail-out questionnaire (posttest), a measure of change in attitudes and behaviors was assessed. If adults participating in the program over a 4 to 8 month period became less alienated and exhibited more of the behaviors, this also would be an indication of ABE's effect; and (3) the data gathered from the interview part of the study provided information on three groups of adults, current ABE students, former ABE students and non-ABE participants. The responses of non-participants to the attitude and behavior items were compared to the responses of both current and former student groups. In those cases where ABE students (whether former or current) were found to be less alienated, and to exhibit more of the behaviors than their non-student counterparts, another indication of effect was noted.

In order to analyze the results, certain statistical procedures were used for each of the three techniques (just mentioned). For each technique, a brief description of the procedure used along with the corresponding results will follow. For the information collected from the first questionnaire mail-out, it was necessary to compute a correlation between length of participation and the examined behaviors and attitudes (A correlation is a measure of the relationship between two variables. The greater the correlation, the greater the degree of correspondence between the variables. Stated another way, the greater the correlation, the greater one's ability to predict one variable from knowledge about the other).

For the first questionnaire the results appear below. Each item is reported along with its correlation with length of participation. The alienation score was computed by adding up the scores on the nine alienation items. This total score was then correlated with length of time in ABE.

TABLE 30

ITEM	CORRELATION WITH LENGTH OF ABE PARTICIPATION
1. Total Alienation	-.08
2. Voter Registration	.13
3. Number Library Books Taken Out	.05
4. Number Voluntary Organizations Joined	.10
5. Number of Magazine Subscriptions	.05
6. Number of Newspaper Subscriptions	.12
7. Hours of Radio Listened To Each Day	-.08
8. Hours of T.V. Watched Each Day	-.02
9. Number of Letters Written to Friends	-.06
10. Having A Savings Account	.11

As can be seen from the table, many of the correlations are negative. Taking the example of "Radio Listening," this indicates that individuals tend to listen to less radio as they stay in ABE a longer period of time. Within the field of applied research, usually, a correlation of $\pm .30$ or greater is the minimal amount needed to draw the conclusion that two variables are significantly related. As can be seen from Table 30, none of the correlations meet this criterion. One possible explanation for the lack of significant relationships lies with the ABE population, itself. Adults enter ABE at different levels of competence, and, as a result, require different levels of instruction and periods of time to complete that instruction. Thus an adult who enrolls in ABE and requires only two or three months of instruction to complete the G.E.D. may be effected greatly by ABE. On the other hand, it may take an illiterate adult several months before ABE begins to affect his behaviors

and attitudes.

Rather than rejecting the idea that ABE affects behaviors and attitudes, it seems more reasonable to note the direction of the relationships as reported, and to compare these results with those reported next. All of the items had the predicted direction, except for "Hours of Radio and T.V." and "Letters Written." Possible explanations for these results will be fielded later when all the results have been presented.

With the collection of information from the posttest questionnaire, it was possible to assess the degree of change in attitudes and behaviors. For this analysis, the mean or average scores and the amount of variance for both the pretest and posttest were computed. Pretest was then compared to posttest using a matched sample t-test. Usually, for this type of analysis, one reports a significance level.

To interpret the results for pretest/posttest change one may rely on the significance value. It is reported as a probability and the smaller its value, the better an investigator feels about drawing the conclusion that (in this case) some change has occurred. A value of .05 or less is ordinarily accepted as the minimal value needed to "feel good" about the results. The results for the pretest/posttest analysis appear in Table 31.

TABLE 31

	<u>Item</u>	<u>Mean Pretest</u>	<u>Mean Posttest</u>	<u>Significance Value</u>
1.	Total Alienation	16.11	16.10	.97
2.	Voter Registration	1.44	1.42	.58
3.	No. of Library Books	.58	1.50	.001
4.	No of Voluntary Organizations	.51	.76	.03
5.	Magazine Subscriptions	.98	1.20	.22
6.	Newspaper Subscriptions	.78	1.02	.01
7.	Hours of Radio	3.5	4.0	.15
8.	Hours of T.V.	3.24	3.84	.13
9.	Letters to Friends	2.96	3.02	.84
10.	Savings Account	1.61	1.57	.40

It appears from this part of the study that ABE is effecting three behaviors: The number of library books taken out, the number of voluntary organizations joined, and the number of newspapers subscribed to. All other items either had the predicted direction of change, or the amount of change was too small to be considered. In comparing these results to those from the pretest data, two of the behaviors, number of voluntary organizations joined and newspapers subscribed to, also had relatively high correlations with length of participation.

The last part of the analysis compared current students to non-ABE-students, and former students to non-ABE-students. Here, the procedure for comparing behaviors involved calculating the percentage of adults for each group which either exhibited or did not exhibit the behavior. These percentages were then compared across groups by using a chi square statistic. Again, a significance value was reported and this can be used in the same

manner described previously to evaluate the results. For the alienation measure, an average total score for each group was computed and these scores were compared using a t-statistic. Again significance values were computed. Table 32 presents the results for the alienation comparisons, and Table 33, the results for the behavioral comparisons.

T A B L E 32

	Mean Alienation Scores	Size of Group	Significance Value
Current Students	15.03	125	.0002
Non-Students	16.61	113	
Former Students	15.60	89	.01
Non-Students	16.61	113	

In Table 33 most of the behaviors are coded so as to indicate the percentage of adults exhibiting or not exhibiting that behavior. For the behaviors, letters written, hours of radio and hours of T.V. listened to, this coding was changed slightly.

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TABLE 33

	Library Books	Voluntary Organizations	Magazine Subscriptions	News Subscript.	Voter Regis.	Savings Account	Letters Written	Hours Radio	Hours T.V.
	0 1+	0 1+	0 1+	0 1+	Yes No	Yes No	0 1,2,3+	0 1,2,3+	0 1 2 3 4+
Current Student	74 26	75 25	65 35	42 58	57 43	62 38	12 41 47	30 24 46	22 44 34
Non-Student	91 9	82 18	77 23	63 37	47 53	52 48	50 20 30	24 27 49	20 38 42
Former Student	79 21	74 26	60 40	44 56	63 37	27 71	44 23 33	22 45 33	39 35 26
Significance Values									
Current vs Non-Student	.00	.20	.06	.00	.16	.17	.02	.32	.34
Former vs Non-Student	.02	.19	.01	.00	.04	.29	.68	.02	.004

From the results it appears that there are certain consistent differences between the two student groups and the non-student group. ABE students appear to be less alienated than non-students. Also there are a greater percentage of students taking out library books and subscribing to magazines and newspapers than non-students. On the other hand, there are certain inconsistent findings. A greater percentage of current students write letters than do non-students while a greater percentage of former students register to vote, and watch or listen to less T.V. and radio than non-students. Still it seems clear that the direction of difference is always the same. ABE students tend to be less alienated and exhibit more of the behaviors, with the exception of "hours of radio and T.V.", than their non-participant counterparts.

From the results for the three parts of this study, it appears that certain items are consistently influenced by ABE, other items are unrelated to ABE and a third set of items have somewhat inconsistent results. The behaviors, number of library books taken out and number of newspapers subscribed to, seem to be related to ABE participation. It appears that a certain amount of reading skills are being transferred from the classroom to the adult's real life.

As for the items with inconsistent results, it seems necessary to deal with them individually. For the behavior, number of voluntary groups joined, there was an indicated change. Yet no significant differences were found between student and non-student groups. The directions of the differences were as predicted, however, and it may be that ABE influences a relatively small percentage of adults to join other organizations. This conclusion is also supported by the direction of the relationship between length of participation and this behavior. ABE may well provide both information concerning other groups (through dissemination by teachers and students) and a successful social environment for many adults who participate. Both these factors may facilitate the adult's joining other groups.

The results for voter registration also appear somewhat confusing. No change, whatsoever, was discovered for this behavior, and yet the direction of differences between students and non-students and the relationship between voter registration and participation (in pretest) seem to indicate otherwise. One possible reason for the discrepancy lies in the timing for the collection of pretest and posttest data. The pretest information was gathered just before the 1972 national elections. As a result, there may have been a big push in the ABE programs around the time of the pretest to get adults to register. Since no elections were scheduled around the time of the posttest, one would expect that any changes would have occurred before or during the pretest.

Concerning magazine subscriptions, adult students tended to subscribe more than nonstudents. Yet no changes were discovered, and there was no relationship between length of participation and this behavior. In that the results for two other behaviors indicated ABE's effect on reading skills, it would seem likely that magazine subscriptions would also be effected. Yet the differences may be a function of the reading materials, themselves. Newspapers can be rather practical reading materials (jobs, weather reports, day to day events) and are sometimes used in the ABE classroom. Library books can be acquired without cost which is an important determinant for an adult population dominated by "poor" people.

For the behaviors, hours of T.V. and Radio, it appeared that students listened/watched less than non-students. Yet, no changes for these behaviors were noted. These items were originally selected as very general indicators of the adult's use of the electronic media. They provided little information as to the nature of the use of these media. Because few literacy skills are needed simply to listen to radio and/or watch T.V., it seems difficult to draw any conclusions about the transference of ABE skills to the use of electronic media.

For future research, it would be interesting to find out if in fact ABE adults are listening/watching more educational programs, etc.

In regard to "Letters Written," it appears that, in general, ABE does not affect this behavior. The discrepancy between the findings for current students vs non-students and former students vs non-students, may be a function of the differences in the current and former student groups. The former students consist both of adults who dropped out of the program and adults who completed the program. The current students are made up only of those adults presently enrolled (drop-outs are not included). It may be that those individuals who stay in the program write letters more than those who drop-out and those who never join. It's possible that ABE provides an environment conducive to letter writing, and/or that students who stay, tend to possess some writing skills (perhaps Spanish literate) when they join.

The last behavior, savings account, is apparently unrelated to ABE participation. It was chosen originally to tap not only the adult's acquiring of information concerning the use of banks, but, also indirectly the adult's planning for the future.

Finally, the results for the alienation scores represent a complete contradiction. Both current and former students were less alienated than non-students. Yet, there was a complete lack of change from pretest to posttest and no relationship discovered between length of participation and alienation. One possible explanation is that those adults who join ABE and stay in the program tend to be less alienated than those adults who never join or who join and drop out. In order to explore this possibility two further comparisons were made: non-students were compared to current students that had recently enrolled, and ABE drop-outs were compared to non-drop-outs. The results appear below.

TABLE 34

	Average Alienation Score	Significance Value
Recently Enrolled ABE Students	16.14	.10
Non-Students	16.61	

TABLE 35

	Average Alienation Scores	Significance Value
ABE Drop-outs	16.2	.05
ABE Completers	14.6	

It would appear from these results that indeed some selection factors are working. It seems that the adult's attitude may well determine his/her joining and/or staying in the ABE program.

To summarize, it does appear that certain skills are transferred from the ABE classroom to the adult's real life situation. Specifically, the results of the survey indicate that ABE participants are subscribing to more newspapers and taking out more library books than they did before they joined the programs. Also, there is some evidence, although not as strong, that participation in ABE influences adults to join other voluntary organizations.

All other behaviors studied were either not related to participation or had inconsistent findings and thus require further investigation. As for the alienation measure, it appears that rather than ABE affecting attitudes, the attitudes may affect joining and/or staying in the program. The results for the alienation measure indicate that dispositional factors might be pursued as means of assessing potential drop-outs.

As the reader may have realized, this analysis of the effect of participation on alienation and education-related behaviors examines the proposition that ABE participation affects the attitudes and behaviors of participating adults. The major portion of this report, however, discussed how participation is affected by these and other factors. This examination of ABE participation as both a cause and an effect of these variables points out an important problem. If participating adults are significantly different from nonparticipants on these variables, is this difference due to the effect of ABE participation or do these variables cause the variations in ABE enrollment and participation? Stated more simply, does participation cause the differences or do the differences cause the participation?

In this report, the method for determining whether various items were related to enrollment was to examine the differences between participants and nonparticipants. The existence of significant differences between these groups was presented as evidence that the significant variables were influencing enrollment. The problem with using this method, however, is that the participant sample was composed primarily of adults who had been in the program for some time. This made the validity of the sample questionable for two reasons: a) Having been in the programs for some time made it difficult to determine how much of these differences were due to the effect of the program and b) Many adults who had enrolled in these classes had dropped out prior to the survey. Thus, the sample may represent the attitudes, etc. only of adults who remain in the program rather than of all adults who enroll.

Two additional sets of analyses were used to determine whether the results obtained were indeed representative of all enrollees. First, the former participant sample (which contained a majority of dropouts) was compared

with the nonparticipant sample. This facilitated a comparison of a sample of participants which included dropouts and completers with the nonparticipant sample. Second, adults surveyed in the questionnaire project who had been in the program for less than one month were compared to nonparticipants. The results of these two analyses may be summarized as follows:

1. There is a lower number of significant relations in former-non comparison than was encountered in the current analysis (22-vs. 33). The direction of the results showed a change of direction in only one variable, and that by only a narrow margin. Four items not found significant in the current-non comparison (getting a job is a problem, distance from home to ABE center, "it's useless to plan for tomorrow", and total self concept of ability) were statistically significant in this new comparison. Thus, while the new comparison shows fewer significant differences between enrollment categories, the new data continue to show distinct differences between participants and nonparticipants. Therefore, differences between these categories can only partially be attributed to the premature withdrawal of adults from the program.
2. When newly enrolled students were compared with nonparticipants, it was possible to make the comparison on only a partial list of the items indicated in the current-non comparison. This was a result of differences in the questionnaire and interview

instruments. Nevertheless, the items for which a comparison was made do illustrate the following findings:

- a. Statistically significant differences between new participants and nonparticipants were found on the number of children, "the future looks bright for today's children", "the average citizen can have an influence on politics", number of library books, and TV hours. All of these variables showed results in the predicted direction.
- b. Many other items previously found significant were not significant in this new comparison. In addition, several showed a change of direction (although not significant).

The results of these new comparisons lead to the conclusion that adults who enroll in ABE are different from nonparticipants on many of the variables identified. After enrollment these differences grow even greater as a result of the withdrawal of many adults who have participation hinderances or a low degree of factors which promote participation. The effect of ABE instruction seems to widen the gap in some respects even more. Thus, ABE participation seems to be greatly influenced by the factors identified in this research. In addition, ABE participation is shown to have a limited impact on some of the attitudes and behaviors of ABE participants.

FOOTNOTES

1. The term "Anglo" is used throughout this report to indicate all persons classified as White, except persons of Spanish origin or surname.
2. Although there is obviously some overlapping of these two categories, they are separated in this report for purposes of classification and discussion.
3. It would be more desirable to do a longitudinal comparison of eligible adults who enroll in ABE and eligible adults who fail to enroll. This type of study, however, is not practical given the financial and time limitations of this research.
4. The students in the questionnaire sample were randomly selected by their teachers. The teachers were given instructions on how to randomly select one out of every seven of their students.
5. Of the 500 teacher forms mailed out, approximately 260 (or 52%) were completed and returned. Nevertheless, it was found that many of the original teachers in the sample were no longer employed, or had been assigned to classes that were cancelled due to lack of participation. As best as could be determined, only 390 of the original sample of 500 teachers were actually employed when the questionnaires were administered.
6. A more in depth description of this and other methodological procedures is available in the doctoral dissertation of the project director, Chad Richardson (University of Texas at Austin).
7. Since the initiation of the ABE program in Texas in 1965 and until a legislative change occurred in 1973, Texas ABE programs, as well as all ABE programs throughout the nation received funding which was supposed to be used mainly to offer education through an eight-grade equivalent. This limitation, however, was not definitely specified, and a great many programs in Texas allowed adults seeking to obtain the G.E.D. certificate to participate in the program. In 1973, the Texas legislature allocated funds for the provision of G.E.D. instruction to be given in conjunction with the federal funds used for basic education.
8. Suttles (1968), for example, found a strong feeling of "territoriality" among Chicago slum residents, which made certain facilities or areas the "turf" of a particular ethnic group. Other groups were not welcome into this area and a certain amount of danger was involved in going into "foreign territory."

9. Many of the teachers of the ABE students sampled did not have attendance records submitted for their classes. In addition, several of the students sampled were not included in the class lists of the teachers who did submit reports and information was therefore not available concerning their attendance. As a result attendance information was collected for only 67 of the 124 current participants in the sample. This reduction of the number of participants makes it more difficult to obtain a statistically significant result even when there may be considerable difference between response categories. As a general rule, the larger the sample, the smaller the differences have to be for a result to be statistically significant.
10. In learning centers, for example, adults may come and go at any time during the day and thus are not responsible for a specified number of hours. For this reason no record is kept of absences and learning centers will therefore report 100% attendance for all enrolled students. In addition, different programs use varying reporting procedures and, as a result, the dependability of reports varies from one program to another.
11. An analysis was made utilizing just the percent attendance figures. This required the use of Analysis of Variance to determine the significance of the differences in the mean attendance scores of the different categories. Items which were found statistically significant at the .05 level were: (a) Sex (male > female), (b) Getting a raise or a promotion is a problem (checked > not checked), (c) Number of years in longest job (5-9 years > never employed > 2-4 years > 1 year or less), (d) "Every time I try to get ahead, somebody or something stops me" (Disagree > don't know > agree), (e) Self concept of ability categorized total scores (high self concept > low), (f) Number of magazines subscribed to (1 or more > none), (g) Number of letters written to friends and relatives each month (2 or more > one > none), and (h) Size of class (up to 12 > 12 or more). The data on teacher variables found significant by this procedure are reported in a later section of this report.
12. In general, alienation items and items concerning control of one's environment were selected. In selecting the alienation items, Dean's conceptual areas of powerlessness, normlessness, and social isolation were utilized. The criterion for choosing an item was that it appeared (at least in content) in at least two alienation scales.
13. Of these two items, one (no rules to live by) was adapted from anomie scales. The other (you sometimes have to break a few rules) was created for this research to help measure how important a person felt rules were in his/her life.
14. The attitude measurement portion of this research was undertaken jointly with a graduate student (Loren Nyer) in psychology who was conducting research on attitude change for a Masters thesis. Some of the items were included for this collateral research and were used for the present research for exploratory purposes.

15. This attitude may be one that helps keep adults in the program. On the other hand, adults who successfully completed the program may feel a sense of satisfaction and this attitude may be, to some degree, a reflection of that satisfaction.
16. This number (335) is the total sample after all incomplete responses and forms were eliminated.
17. Several of those who agreed were not included in the analysis presented in Table 14 because of incomplete responses.
18. This was necessitated by the sample size. The utilization of three categories for the current participant and former participant analyses would have resulted in cell frequencies so small as to make analysis highly questionable.
19. Since non-participants have not had contact with the ABE program, there is no way to make a comparison of their responses on the item selected with the responses given by current participants.
20. An indirect finding of this research was that eligible Anglo adults were difficult to find and gave greater resistance to being interviewed than did either of the other two ethnic groups. Thus, while it was rather easy to locate areas with a high concentration of eligible Black or Mexican-American adults, such clearly identified areas were not encountered for Anglos. If these two tendencies (difficulty in locating and resistance to discussion) are also prevalent during recruiting operations, then Anglos would be less likely to be recruited by door-to-door recruitment techniques.
21. Jones (1971 : 8) urges a consideration of this factor and states that educators should

...consider his (adult's) dilemma if the course is taught through programmed instruction with little or no opportunity to build up a new friendship circle -- or that going to class will cause the friends he has elsewhere to turn against him!
22. Almost all door-to-door recruiting, according to ABE personnel interviewed, tends to be limited to lower income neighborhoods. This is done because of the greater proportion of "eligible" adults in these neighborhoods. While under-educated adults also live in well-to-do neighborhoods, they are difficult to find and are often embarrassed to report their lack of education.

23. A common assumption of many ABE administrators is that teachers who have a background similar to that of their adult students will be better able to relate to ABE participants and consequently should experience higher rates of participation. Some administrators cautioned, however, that teachers who have experienced a considerable rise from such former conditions may tend to be impatient with their students and have the attitude "I made it, why can't you?" Jones (1971 : 9) also adds in this regard that teachers from the same background know "...what a struggle the poor man is having and thus expect less of him; they receive what they expect."
24. The difference in marital status is due to the greater percentage of formerly married (divorced, widowed, and separated) in the non-participant sample (32.2% vs. 17.1%) and by the higher percentage of single adults among current participants (25.2% vs. 14.0%). The percentage of married adults in each sample was approximately equal. A possible reason for there being so few single adults in the former participant sample is that these adults were found by going to the address given at the time they were attending the program. It is possible that single adults change residence more often (especially if they have married since participating) and would consequently be more difficult to find.
25. Some of these findings were presented at the 1973 Annual Meeting of the Adult Education Association held in Dallas, Texas. Several of the participants suggested some possible explanations of this finding.
26. This was accomplished by eliminating 6 teachers from the analysis who reported 100% attendance for their class. While there was no other way to determine whether such teachers were indeed employed in learning centers, it is highly unlikely that any ABE teacher in another setting would have perfect attendance of all his/her students for the entire year.
27. While the concentration of Mexican-Americans is predominantly in South Texas, virtually all ABE programs in the State have some Mexican-American students. Even the Rusk program in East Texas had one or two classes which were composed almost entirely of Mexican-American adults.
28. The majority of items were adopted from statements found in Ryan (1971), Passow (1965), and Valentine (1969).
29. The individual items which make up this factor and the one on dogmatism may be found in the teacher interview schedule.
30. While no statistically significant result was obtained using analysis of variance, a significant result was found when the Likert item scores and percent attendance scores were analyzed using Pearson's product moment correlation coefficients (significance = .0280; correlation coefficient = -.2262).

31. In statistical analysis, a small sample requires fairly large differences to manifest statistical significance. This can be demonstrated by considering how much confidence one would have in the results of a survey which selected 20 teachers out of a total of 20,000 as compared with the confidence that a sample of 200 would give, even though both samples may have been randomly selected.
32. If ethnicity were introduced as a control variable, the number of cases in each cell would be so low as to make any analysis highly questionable.
33. These data were the information submitted by each program on its annual program reports. In order to simplify the analysis, a computer drawn sample of 10% of all 1972-73 ABE students was selected.
34. These findings should not be generalized to all members of any ethnic category since this research was not designed to be representative of the total population. The emphasis of this report is not on the extent to which any ethnic category possesses a particular trait, but rather examines the extent to which that trait affects ABE participation.
35. Ulibarri (1970 : 33) surveyed Mexican American adult migrant workers and found a negative perceived concept of ability in relation to additional educational effort.
36. It should not be interpreted on this or any other relation that the variable in question "causes" variations in participation. While the data do give limited evidence that such might be the case, association does not prove cause and effect relations.
37. Having to care for children, illness, transportation problems and having to make frequent moves were identified as statistically significant problems for minority adults (and especially Mexican Americans) but were not for Anglos.
38. It is also likely that they do not have as great an economic need as do Mexican American and Black adults (based on employment and income figures).
39. Mexican Americans showed significant differences between enrollment categories on the desire to get a job, and to get a better job. Significant differences for Blacks were found on wanting a better job and desiring a raise or promotion.
40. This might be similar to the "sissy" stereotype that keeps many males from participating in things they consider to be primarily for females (even though they may actually desire to participate). In a similar respect Anglos may not wish to be identified (in other peoples minds) with something considered to be for the illiterate, the poor, or ethnic minorities.

41. This can be partially accounted for by the fact that other resources, in addition to ABE funds, were available for G.E.D. instruction. Such funds were provided from church contributions, the United Fund, volunteer instruction, the work Incentive Program the Manpower Development and Training Act and Model Cities (mock 1974: 1).
42. In Texas this has recently changed with the passage in May, 1973 of H.B. 147 which, for the first time, makes state funds available for G.E.D. instruction.
43. Initial, 1965, funding guidelines and interpretations were not specific on providing educational services for only those below the ninth grade. No specific definition of an adult functioning below ninth grade was ever developed and it may not even be possible to develop a generally usable definition. Also, it was not until 1971 that specific rules were implemented by the US Office of Education prohibiting instruction in G.E.D. (mock, 1974: 2).
44. Most of the major limitations and weaknesses of the research are related to the limited resources available for the project. Included would be the small sample sizes (especially for measuring attendance), the inability to make much use of control variables in the data analysis and the inability to use rigorous and exacting sampling procedures.
45. For a few variables, it was the middle-range categories that had the highest rates. In the completion stage analysis, for example, adults whose spouses had 8 to 11 years of school completed had higher completion rates than either the high or the low categories (although the high category was still above the low).
46. Although enrollment data for the 1973-74 school year have not been tabulated as of this writing (August, 1974), it is highly likely that a substantial increase in Anglo enrollment will be realized with the availability of state funds (which make the advertising and offering of G.E.D. possible on a large scale for the first time during the 1973-74 program year).

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